



Academic Affairs Committee

June 24, 2022

Minutes

The meeting was called to order at 10:07 a.m. by Governor Stancato in the Student Center Ballroom. Secretary Miller called the roll. A quorum was present.

Committee Members Present: Governors Busuito, Gaffney, Kelly, Stancato, and Thompson; Linda Beale, Faculty Representative, Richard Pineau, Faculty Alternate Representative; and Anthony DiMeglio, Student Alternate Representative

Committee Members Absent: Mannat Bedi, Student Representative

Also Present: Governors Barnhill and Kumar; President Wilson; Provost Kornbluh; Vice Presidents Burns, Ezzeddine, Johnston, Massaron, Staebler, and Wright; and Secretary Miller

APPROVAL OF MINUTES, APRIL 29, 2022

ACTION: Upon motion made by Governor Gaffney and supported by Governor Busuito, the minutes of the April 29, 2022 meeting of the Academic Affairs Committee were approved as submitted. The motion carried.

PRESENTATION: COLLEGE OF LIBERAL ARTS AND SCIENCES

Provost Kornbluh introduced Steffi Hartwell, Dean of the College of Liberal Arts and Sciences (CLAS), for a presentation and an update about the college. CLAS is the University's largest college, and he advised that Dean Hartwell has a high level of energy and enthusiasm which she brings to her leadership role at the University.

Dean Hartwell began with an overview of the vision for the college. CLAS is very research intensive, and champions its faculty, students, staff, and undergraduate and graduate programs equally. She described the college as committed to access, and one with myriad learning opportunities. It is the home to a number of museums and exhibits, including a Museum of Natural History, an Anthropology Museum and a planetarium. In terms of priorities and focus for the near future, they are concentrating on recruitment and enrollment, on faculty scholarship, and on diversity, equity and inclusion.

In terms of recruitment/enrollment, Dean Hartwell spoke about the partnership they have with Enrollment Management to reach out to students to encourage registration, and initiatives with community groups such as Families of Future Warriors, and the Pure Heart Foundation. The Pure Heart Foundation provides focus and assistance to children from

across the Detroit area who have one or more parent incarcerated, and Dean Hartwell explained the work that the college has done with future students in this demographic, who have been invited to WSU for a day to get to know the campus, enjoy the exhibits and museums, and get a feel for the university and the support it can provide. The college also received a grant from the Michigan Justice Fund, which supports the university's Education Transition Coordination program. This is a pipeline program for adults who are taking higher education courses in prisons, who are ready to come back to the community and take college courses, once they rereleased, whether they're at community college or at Wayne State University. CLAS is looking at the adult learner population because there are 67,000 Michiganders in southeast Michigan with some college and no degree, which is a fairly large pipeline. Dean Hartwell is very proud of what she feels is fantastic academic programming in public health, environmental science, neurosciences, criminal justice, museum studies, urban sustainability, women, gender and sexuality studies, global studies, and across all the sciences.

Dean Hartwell next reviewed comparative enrollment, retention and graduation rates for the college among various cohorts of students and discussed some data regarding student retention, using comparative information on graduation rates over a 6-year period. The college data were comparable or better than the university's performance as a whole. Dean Hartwell also commented that the six-year graduation rate, which is on par or higher than that of the institution, is especially remarkable as CLAS does not admit its own students, as most of the other schools/colleges do, and has almost all of the at-risk students.

Turning to the second priority, faculty research, Dean Hartwell presented a chart summarizing total research dollars by college, and by department, over the period 2012-2021. Looking at the most recent year, 2021, the college brought in 128 grants totaling almost \$26 million. She attributes some of the research grant funding in 2021 as related to COVID. She advised that the college focuses on faculty success, and each year provides a fantastic grant writing seminar for faculty within the college, and that faculty work together in cohorts to support each other in writing grants. In looking at scholarship among all schools and colleges at the University, CLAS, with almost \$60 million in funding in 2021, was second only to the School of Medicine.

The third theme, diversity, equity, and inclusion is imbedded across the college. CLAS sees a special role for the humanities, rooted in the college, in uplifting Detroit. The university is located in the Museum District, which provides a powerful opportunity for learning from and within the city of Detroit. The college has identified funds to create a Humanities Commons, which will be located on the second floor of the Undergraduate Library. It will be earmarked for students in the Social Sciences and Humanities to do group work, have guest lectures, to come together and do podcasts, to assure those students that they have a place. Dean Hartwell is committed to providing internship opportunities for CLAS students, and has worked with her development team on identifying finance opportunities for these programs, in addition to the community partnerships that the college has established with Pure Heart, the Downtown Boxing Gym, and others across the City of Detroit. This allows students to work 10 to 15 hours per week in internships in the community. In other areas of community involvement, faculty

in CLAS are invited to take their classes on field trips and the college emphasizes museums close to the University for these opportunities. The college has a partnership with the Michigan Science Center, which was the site for a spring field trip by a Physics class. The Center opened on a day they are normally closed, for the Wayne State class, and the students spent the day there. Another area of focus for the college's diversity, equity and inclusion committee this year is on students with disabilities. The results of the last climate study done by the University found students with disabilities had a high level of unhappiness on campus, and given the large number of undergraduate students in the college, it is a focus area for them. The college wants to champion students who learn differently but still succeed, and identify the barriers they are experiencing.

The college is also looking at diversity, equity and inclusion in faculty success. Dean Hartwell emphasized the importance of college climate in promoting success in this area, which helps positively impact faculty productivity, and helps everyone move together on the college's social justice mission, and for the betterment of the college, community, curriculum and students. The college is also working hard, and in partnership with the Provost's Office, on diversity hires. These discussions are occurring in all of the college's 20 departments and 13 programs, including defining what diversity means for each of those departments. The college has also been successful in promotion and tenure of faculty, and CLAS faculty are highly recognized for their scholarship and productivity; more than 32 faculty awards were received by CLAS faculty this past year alone. In closing her presentation, Dean Hartwell again stressed the number of amazing things occurring in the college, highlighting for her last comments an exhibit from the Wayne Literary Review, out of the Department of English. She ended her presentation by reading a poem, written by a WSU student, which she feels symbolizes WSU CLAS students, their grit, and their abilities. The poem is titled, *And Where I'm From*.

And Where I'm From.

*"I hail from a place where we keep our doors locked on every city block
For every occupied home, there's empty lots
We played in fields that raised dust when we kicked the ball
Bases were rocks large enough to stand on and I stood on those rocks
We walked for miles in the streets, sidewalks were too broken to carry us
Nourishment of Ramen noodles and hot chips came from our local corner store
There were harsh winters with no heat, we bundled up in coats and rock ourselves to sleep
I hail from a place where I heard people yelling outside my window at 3 in the morning
Loud voices were my lullaby, we hike through the alleyways to get to school
Sometimes that was safer than being seen
We keep each other safe, almost walking in circles to keep strays away, chased by dogs
We hopped fences to escape
Lost, we found us there lying in the tall grass watching the sun go down
We dream while doing front flips on the lawn pretending to be acrobats
There were birds there while we waited for the ice cream truck
Craving sugary goodness of a Jolly Rancher popsicle
I hail from a place that people usually run away from and never go back
I hail from a place that people count on you
They say it doesn't matter, the hood will always be with you
I ask myself often is that such a bad thing?"*

The floor opened for questions. Governor Busuito asked about support programs to help identify and nurture the students referenced in the Dean's presentation who have at least one parent incarcerated, and whether those students are specifically targeted for help/aid. Dean Hartwell advised that the college partners with afterschool programs, which reach a lot of students, such as Downtown Boxing Gym and the Pure Heart Foundation. This summer, the Pure Heart Foundation needed help with a computer lab for their summer camp program, and CLAS partnered with WSU's Division of Computing & Information Technology, which donated 10 computers to their program. CLAS interns have helped with program evaluation, which supports federal funding, and the college has provided faculty expertise. An example of that expertise was a project with faculty in the department of Psychology, who worked with the Detroit Boxing Gym, providing in-services for their staff who were working with teenagers, and suffering some burnout.

In response to a question from Governor Stancato, Dean Hartwell clarified that the statistic referencing 40% of children with at least one parent incarcerated refers to the Detroit metropolitan area, not Detroit specifically. She added that Sherelle Hogan, the founder of Pure Heart, whose parents were incarcerated, came back from business to start the non-profit, and has shared her story with the students supported by the organization.

Professor Beale asked Dean Hartwell for clarification on support for student internships. Dean Hartwell advised that the college tries to balance undergraduate research opportunities with internship opportunities, and encourages its students to do one or the other during the course of their college career. Not every student is interested in these types of opportunities. In terms of internships, the college partners with departments, with the Career Services Office, and with the Dean's office to identify opportunities and funding. If students can't find an opportunity, they come to the Dean's office for assistance in finding something to fit their needs. Professor Beale asked how many students participated in internships - Dean Hartwell advised that the Dean's Office sponsored 16 internships that will begin this fall, utilizing development money to support this initiative. A number for the entire college is not easily determined, as some students go through their respective departments for credit. She indicated that 100% of their students have access to internships, so that if students want to work in the community, the college will assist in identifying an opportunity. Some identify internships based on their curriculum, some get college credit, and some go through their departments, so there are a variety of ways that internships are available. There are about 9000 students in the college.

Governor Thompson asked about resources/initiatives geared towards assisting faculty in obtaining research support. Dean Hartwell advised that the grant writing seminar is a good example - it is a faculty driven-group, taught by faculty, and includes a stipend of between \$500-\$1000 that is tied to grant submission. She added that the hardest part of this process for faculty is that there is a lot of rejection, and that it takes about 7-10 submissions to garner an acceptance. There is a lot of peer support around this process. All of the participants in the first grant writing seminar submitted a grant. The dialogue between and among faculty participants is particularly valuable

Governor Kelly suggested that, given the size of the college, which Dean Hartwell explained is about half of the University in terms of students, it would be helpful to provide some data and statistics for comparison purposes, and to touch on goals for the future. Dean Hartwell advised that the college has 450 tenure-track faculty, and that each year, CLAS graduates about 1200 undergraduates, 200 masters students and 100 PhD students. With about 9000 students, they are both large and diverse.

In terms of immediate goals, Dean Hartwell focused on partnerships with the city of Detroit, continuing to encourage the faculty in the college around their research and remind them of how proud the college is of their scholarship, and to continue to concentrate on the climate of the college. She will continue to partner with Enrollment Management in creative ways to recruit and enroll students. President Wilson suggested that for future presentations, recognizing Governor Kelly's suggestion, the Dean include metrics by faculty member so there is a better appreciation of how that compares to faculty in other schools or colleges.

The last question was from Governor Thompson, who asked for background information on student success initiatives that have been particularly useful. Dean Hartwell indicated that they are looking at opportunities to lower their advising ratios, which are currently 1 to 300. The college has a number of pre-college programs, such as bootcamp in math, programs in English, gender sexuality, women's studies and in African American studies that contribute in this area.

REQUEST TO AMEND THE WSU STUDENT CODE OF CONDUCT 10.1 AND 14.0 ON ACADEMIC CONDUCT

Provost Kornbluh presented a recommendation to amend certain sections of the Student Code of Conduct. The proposal comes as the result of a joint effort between the Academic Senate and the Provost's Office, with a language review by the General Counsel's office. The main intent is to address the process utilized in a small number of cases where a student appeals a grade assigned for misconduct. The new process includes steps to be taken should the appeal prevail and the grade be overturned, and requires that a report be made to the faculty member, and accountability for the decision be included in the process. Provost Kornbluh advised that overturning a grade on appeal is a rare occurrence, but he strongly agrees with the recommendation. In response to a question from Governor Thompson, Provost Kornbluh confirmed that this is not a common occurrence, as Deans respect their faculty, and for the most part, it is only a very rare occasion when a faculty decision is overturned.

ACTION: Upon motion made by Governor Busuito and supported by Professor Beale, the Academic Affairs Committee recommended that the Board of Governors amend the Student Code of Conduct, section 10.1 Academic Misconduct - Preliminary Procedure, and section 14.0 Informal Disciplinary Conference. The motion carried.

ESTABLISHMENT OF A NEW PROGRAM FOR A GRADUATE CERTIFICATE IN MUSEUM PRACTICE

Provost Kornbluh and Associate Provost Darin Ellis provided a brief overview of the recommendation to establish a new graduate certificate in Museum Practice. This certificate targets students interested in pursuing careers in museums and similar institutions. The certificate is 12 credits, and includes 2 core courses, one of which is the practicum. The certificate uses existing faculty and will not need new resources.

Governor Thompson asked whether the structure of this certificate, as a self-funded certificate, will limit access to the certificate. AP Ellis explained that eligibility for financial aid falls under Federal Title IV regulations. The requirement for financial aid eligibility for stand-alone certificates is that the certificate must be “provably required” for work in the field. This field does not have a requirement for a specific curriculum from an accrediting or licensing body that fits the Federal criteria, and thus, the university cannot offer this as a stand-alone certificate. He also advised that many students pursue a certificate at the same time that they pursue a master’s degree, which would be entirely doable for this program. In the coming fall, the administration intends to review the graduate certificate policies, as had been done with the undergraduate certificates this past year. The goal is to ensure that the Board level policy is aligned with strategies of getting students into these certificate programs and that there is a pathway for them to pursue their education financially. Governor Kelly asked for confirmation that the appropriate organizations/levels at the university have approved this proposal. AP Ellis confirmed that all levels of approval have been received.

ACTION: Upon motion made by Governor Thompson and supported by Governor Kelly, the Academic Affairs Committee recommended that the Board of Governors establish a new Graduate Certificate program in Museum Practice in the College of Liberal Arts and Sciences, effective Fall term, 2022. The motion carried.

ESTABLISHMENT OF A GRADUATE CERTIFICATE PROGRAM IN URBAN SUSTAINABILITY IN THE COLLEGE OF LIBERAL ARTS AND SCIENCES

AP Ellis presented the next recommendation, for a graduate certificate in urban sustainability in the College of Liberal Arts & Sciences, in the Department of Urban Studies and Planning. The certificate targets students who want to be the next generation of sustainability leaders, and prepare them to create and redevelop the urban environment for long-term sustainability. It leverages interdisciplinary expertise across campus. The certificate has 15 credits including 2 core courses, and the electives are offered in 5 different departments across 2 colleges. In response to a question from Governor Kelly, AP Ellis confirmed that the recommendation has been approved by all levels. Governor Kelly asked whether there are any other universities offering this type of certificate program. Professor Rayman Mohamed, Chair of the Department of Urban Studies and Planning, confirmed that there are no graduate certificates in urban sustainability offered in the State of Michigan; there are some offered nationally. He added that traditionally, urban sustainability was thought of as a science and engineering issue, but the new certificate was designed to make it explicitly interdisciplinary, and

includes not only engineering and the sciences, but the social sciences and the wider liberal arts, to look through those lenses at urban sustainability.

ACTION: Upon motion made by Governor Thompson and supported by Governor Gaffney, the Academic Affairs Committee recommended that the Board of Governors establish a new Graduate Certificate in Urban Sustainability to be offered by the Department of Urban Studies and Planning (DUSP) in the College of Liberal Arts and Sciences (CLAS), effective Fall 2022. The motion carried.

ESTABLISHMENT OF THE MASTER OF SCIENCE IN ENVIRONMENTAL SCIENCE

AP Ellis advised that the new program is designed to target students who want to work in federal, state and local regulatory agencies, in the field of environmental consulting and other sectors of the economy including energy and public policy, even actuary science. It relies on departmental expertise in coastal and environmental geology, geochemistry, biogeochemistry, climate science, ecology and toxicology and other specific areas. It is distinct from the current online coursework in the Master of Arts in environmental science and requires an 8 credit thesis, 30 credits or more, supported by a broad range of coursework in the environmental science and geology department and other collaborative units across campus. He confirmed for Governor Kelly that the proposal has been fully reviewed and approved by all levels of academic governance. Governor Stancato asked for clarification on the difference between the Master of Science, and the Master of Arts, degrees in Environmental Science. Professor Mark Baskaran, the Chair of the Department, advised that the Master of Science requires a thesis, and the Master of Arts does not.

ACTION: Upon motion by Governor Gaffney, supported by Governor Kelly, the Academic Affairs Committee recommended that the Board of Governors establish a new degree program, Master of Science in Environmental Science, in the College of Liberal Arts and Sciences, effective Fall 2022. The motion carried.

ESTABLISHMENT OF A NEW PROGRAM FOR THE MASTER OF SCIENCE IN ARTIFICIAL INTELLIGENCE

Before discussing the particulars of this program, Provost Kornbluh spoke briefly on the scope of the programs being considered by the committee this morning, and wanted to affirm for the Board, faculty and student representatives that all of these initiatives were flagged for the strategic plan, and the goal to better serve student career aspirations. These programs use the university's existing faculty, and build interdisciplinary lanes to encourage creativity, with an economically efficient way to deliver them.

Governor Thompson agreed that the programs before the committee are an exciting group of initiatives, but wondered if there is a concerted process or effort to eliminate excess programs, i.e., undertaking a strategic review, and wondered where that effort stands. Provost Kornbluh advised that the administration has been bringing programs forward for elimination throughout the year, and that from his perspective, the issue is whether the university is efficiently using its teaching resources. Programs recently

eliminated include those where the certificates were not useful, and in areas where programs have been restructured, and programs for elimination have been identified. The certificates and programs before the committee today utilize classes that already exist, and there are no significant costs added in the approval of these programs. He believes there will be additional program eliminations recommended at the next meeting. Governor Thompson indicated that her question comes from whether or not the administration is thinking about long-term strategic planning as part of its approach to adding or eliminating programs. Provost Kornbluh concurred, and advised that the new programs coming before the Board are designed to build a critical mass, to add efficiency, and to bring more students into existing classes and repackage them in different ways.

Moving to the last of the new programs, AP Ellis advised that this proposal is a collaboration across the College of Engineering, involving faculty from the departments of Electrical Computer Engineering, Computer Science and Industrial and Systems Engineering. It was motivated by a need for Engineering prepared IA specialists, a very high demand field. The college has specialization and expertise in areas like algorithms, systems, hardware acceleration and industrial artificial intelligence applications. Each of the three departments will be responsible for a distinct track within the program so IA hardware systems will be overseen by the Electrical & Computer Engineering department, the IA algorithms will be overseen by Computer Science and Industrial IA will be overseen by Industrial Systems Engineering. The program is supported by a wide range of existing courses. These courses are updated along the way to take new knowledge into account.

ACTION: Upon motion made by Governor Busuito and supported by Governor Kelly, the Academic Affairs Committee recommended that the Board of Governors establish a new degree program, the Master of Science in Artificial Intelligence in the College of Engineering, effective Fall Term, 2022. The motion carried.

REQUEST TO CONTINUE SUSPENSION OF THE STANDARDIZED TEST SCORE REQUIREMENT FOR FIRST-TIME-IN-ANY-COLLEGE APPLICANTS (FTIAC) REQUIRED BY 2.34.09.02

The final item to come before the committee is a request to continue the suspension of the requirement for standardized testing for first time college students. Provost Kornbluh advised that there has been an ongoing movement in the U.S., even prior to the pandemic, to try to suspend standardized testing because of known bias in the testing. Wayne State had not suspended the requirement prior to the pandemic, but at the onset of the pandemic, like most other universities, suspended the requirement for standardized testing for first time college students. In Fall of 2021, 47% of WSU students applicants were test optional. The numbers for Fall 2022 are running about the same, with approximately 48% to date as test optional. A few months ago, the administration presented some preliminary results examining whether or not the test optional policy has had a negative impact on student success, and those results indicated that the test optional policy has not hurt student success significantly. The administration's recommendation is to continue the suspension, with a commitment to work closely with the Academic Senate, beginning in Fall 2022, to study the issue of the impact of the suspension of this requirement on student success. Provost Kornbluh added that the

only University he is aware of that has reinstated the testing requirement is MIT. Several universities have eliminated it permanently because of questions of access. Most universities are doing exactly what WSU is proposing, and suspending it for another year to gain more evidence and to be sure that there is not a negative impact on student success by implementation of this policy.

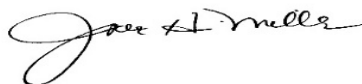
Governor Stancato asked for clarification on whether or not elimination of the standardized test as a requirement will be part of the conversation going forward. Provost Kornbluh advised that that question will be part of the discussions with the Academic Senate, and indicated that this question does relate to the university's strategic goals. There is considerable evidence that high school grades and high school success are a better predictor of college success than test scores. He added that high school grades vary greatly, even more so since the pandemic, and that students are not well served if the institution admits students who are not able to succeed. There will be serious discussions ahead on this issue, and recommendations flowing from those discussions will come back to the Board. Governor Kelly asked why those discussions with the Academic Senate have not yet begun. Provost Kornbluh advised that the Senate approved the suspension, and the extension of the suspension. Data on grades received since the suspension is part of this review, and those data are now coming in. In addition, the Admissions office has moved to a more holistic admissions process, and is examining other tools besides test scores to use to ensure that the institution is admitting students who can succeed. He advised that it takes time to get the evidence needed for the review. Governor Thompson asked where all of the Michigan Public universities stand on this issue. The Admissions Director, Ericka M. Jackson, advised that the University of Michigan has a test flexible policy, and will accept a PST or some other standardized test. All other Michigan public universities are either test blind or test optional.

ACTION: Upon motion by Professor Beale, supported by Governor Kelly, the Academic Affairs Committee recommended that the Board of Governors continue the suspension of the requirement in BOG Statute 2.34.09.020 that each applicant for admission to WSU submit test results from the American College Test (ACT) and/or Scholastic Achievement Test (SAT) for a period of 3 years. This suspension would begin for all FTIAC Fall 2023 students. The application cycle for this cohort begins on August 1, 2022. The motion carried.

ADJOURNMENT

There being no further business, the meeting adjourned at 11:03 a.m.

Sincerely,



Julie H. Miller
Secretary to the Board of Governors