



Academic Affairs Committee

March 6, 2024

Minutes

The meeting was called to order at 10:00 a.m. by Governor Stancato in the Ballroom at the Student Center Building, 5221 Gullen Mall, Detroit, MI 48202. Secretary Miller called the roll. A quorum was present.

Committee Members Present: Governors Atkinson, Barnhill, Busuito, Gaffney, Kumar, and Stancato; renèe hoogland, Faculty Representative; Linda Beale Faculty Alternate Representative; Dhruval Bhatt, Student Representative, and Hayden Johnson, Student Alternate Representative

Also Present: Governor Kelly; President Espy; Provost Clabo, Vice Presidents Ezzeddine, Lindsey, Obasi, Ripple, Schweitzer, and Staebler, Chief of Staff Smiley; Interim Vice President Gielczyk, Associate Vice President Hafner, Associate Provost Padgett, and Secretary Miller

APPROVAL OF MINUTES, JANUARY 31, 2024

ACTION: Upon motion made by Governor Gaffney and supported by Governor Busuito, the minutes of the January 31, 2024 meeting of the Academic Affairs Committee were approved as submitted. The motion carried.

ESTABLISHMENT OF A NEW PROGRAM FOR THE BACHELOR OF SCIENCE IN PROFESSIONAL BIOMEDICAL SCIENCES

The administration presented a recommendation to establish the Bachelor of Science in Professional Biomedical Sciences in the College of Liberal Arts and Sciences. This program is targeted towards students who leave the university prior to completion who have been admitted to a professional medical school or PharmD program. It will accept transfer credits from the professional program to allow students to finish their degree at WSU. The recommendation outlined program requirements and eligibility. The program, if approved, is estimated to have a small (1-2%) impact on the University's graduation rate. Information about the new program will be shared through departmental and pre-Med Health advisors and is anticipated to serve about 50 students per year.

Provost Clabo added that these types of programs are a common practice at other similar institutions; many of these students will go on to receive a graduate degree and this allows them to add the bachelor's degree to their CV with the completion of the appropriate credits.

ACTION: Upon motion made by Governor Kumar and supported by Governor Busuito, the Academic Affairs Committee recommended that the Board of Governors establish a new degree program, the Bachelor of Science in Professional Biomedical Sciences in the College of Liberal Arts and Sciences, effective Fall 2024. The motion carried.

ESTABLISHMENT OF A JOINT MASTER OF BUSINESS ADMINISTRATION AND MASTER OF SCIENCE IN ACCOUNTING

The Joint Master of Business Administration and Master of Science in Accounting has been designed for individuals who want to deepen their financial acumen, while pursuing general leadership expertise. This program builds on MBA requirements and meets Michigan accountant requirements for application for CPA licensure. The program builds on existing course work and program administration. It will add about one more year to the current timeline for the MBA, and includes approximately 54 credits, as opposed to 66 credits if the two degrees are taken separately.

ACTION: Upon motion made by Governor Busuito and supported by Governor Barnhill, the Academic Affairs Committee recommended that the Board of Governors approve the establishment of a joint Master of Business Administration (MBA) and Master of Science in Accounting (MSA) degree, in the Mike Ilitch School of Business, effective Fall 2024. The motion carried.

ESTABLISHMENT OF A NEW PROGRAM FOR THE MASTER OF SCIENCE IN ORGANIZATIONAL LEADERSHIP

The recommendation for a new program, the Master of Science in Organizational Leadership, is driven by a need from industry and commerce. This is a specialty online master's program designed in partnership with MISB's management industry advisory board. The program should take 1-2 years to complete, depending on full or part time study. It has several tracks, and the standard 30 credit hour requirement, and utilizes existing classes in the MBA program.

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, the Master of Science in Organizational Leadership in the Mike Ilitch School of Business (MISB), effective Fall term, 2024. The motion carried.

CHANGE IN THE PRINCIPAL REQUIREMENTS FOR EARNING THE DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP AND POLICY STUDIES

Currently, program requirements for the College of Education's Doctor of Education in Educational Leadership and Policy Studies are high (75) compared to the norms for this program. After review, the College is proposing a reduction to 66 credits, with the main reduction in dissertation credits. The program, with this change, still meets standards required by the State of Michigan.

The committee discussed the proposed changes in dissertation hours and how those compared to peer and Michigan public institutions. Provost Clabo confirmed that the proposal had been approved by all levels within the College, the Graduate School as well as her own review.

ACTION: Upon motion made by Governor Atkinson and supported by Governor Busuito, the Academic Affairs Committee recommended that the Board of Governors change the principal requirements for the Doctor of Education in Educational Leadership and Policy Studies, with a reduction from a minimum of 75 credit hours to 66 credit hours, effective Fall term 2024. The motion carried.

PRESENTATION: SPECIAL PROGRAMS TO SUPPORT STUDENT SUCCESS

As part of a series of presentations planned to provide the Board with an update and insight into progress on the University's Strategic Plan, the focus for today's presentation is on Teaching and Learning. This three-part presentation brought updates on various projects and work underway in this area.

Sara Kacin, Assistant Provost for Faculty Development and Faculty Success and the director of Office of Teaching and Learning, began the presentation, providing an overview of the Office of Teaching and Learning and the impact of the work conducted there with faculty and graduate assistants from across the university. To illustrate their work, Ms. Kacin shared four impact stories from faculty who have utilized their services, how that has impacted their work in the classroom, and how those classroom changes have been received. Faculty received help in areas that include modality and access, implementing active learning techniques, and hybrid and fully on-line courses. The Center offers a wide array of custom-designed workshops throughout the year for interested faculty. The center also offers a mid-semester assessment program, which faculty have used to engage students and incorporate changes in future semesters.

Providing help with technology and how to incorporate it in the classroom, and through uses of other tools, is another area of expertise shared, and some of the tools utilized here include Canvas and the Virtual Resource Hub, engaging students online and throughout the semester. The Hub has many faculty users throughout any 24 hour period. The Hub offers more than 90 guides and 150 videos to users, all originally crafted for this purpose. The last area Ms. Kacin touched on was the importance of the bond that develops between the faculty member and the student, and tools the OTL provides to faculty to help in improving mentoring and engagement efforts. These mainly occur through one-on-one consultations.

The Center offers more than 500 one-on-one consultations each year and continues to offer other types of training sessions, in a variety of formats, to broaden their reach to the faculty. Ms. Kacin highlighted several other programs and initiatives on the horizon for the Center including an upcoming symposium on teaching.

Next, Dean Stephanie Hartwell and Terrell Topps, Head Transition Coordinator in the College of Liberal Arts & Sciences, briefed the committee on the Education Transition

Coordination program, a pipeline program that works with local prisons to bring newly released citizens into higher education. This grant funded project, coupled with a contract with the State of Michigan, is built off academic evidence-based data on reentry and success for offenders coming out to live in the community, with a goal of reducing recidivism. The project team members have wide ranging backgrounds, including a PhD student in Political Science, an interim director getting her MSW and MPH and PhD from Wayne, along with Director Topps, and several other graduate and undergraduate students. At the heart of the goals for this program are educating adult learners. Director Topps honed in on data that showed that 34% of all men and women that are released out of the Michigan Department of Corrections come to Wayne County, the heart of the WSU community. Data show that 70% of men and women return to incarceration within the first three years of release, and the number goes up to 82% without higher education. The team had contact with almost 500 individuals while incarcerated, 159 of whom have since been released; 45 of those have stayed in contact with the program, and 26 are in educational programming. Barriers include transportation, housing, work requirements, and time commitments, as well as issues such as cognitive thinking. Wayne is working on best practice in this area and part of that includes consideration of the feelings of belonging and community that are so important to success. The students participating in the WSU program had a prior collegiate background, either from community college, or with an associate degree, and the program hopes to extend their education. With important wraparound resources, both community and university, these students can be successful.

The last presentation was a group led by Acting Dean Ramona Benkert from the College of Nursing, whose provided an overview of the Jacobs Scholars Program, which provides wraparound support services to support successful retention and completion in the highly rigorous programs in Nursing. Students participating in the Jacobs Scholars Program, which was started in 2017, are in the College's Directed Med program. These students are graduates of a Detroit high school or reside in an underserved low income community; about 10-15 students per year are part of this cohort. The program provides wraparound services known to enhance academic success, and includes academic preparedness, and an annual stipend of \$2000.

The wraparound services to Jacob Scholars include monthly meetings with academic advisors, tutoring, group study and supplemental instruction. Participants also engage in community outings and in community service, building a sense of belonging and emphasizing the importance of giving back. Faculty interaction is key, as is early notification when students experience academic challenges. Peer-to-peer mentoring is also an important component of the program.

Jacobs Scholars learn the importance of hard work, and the program prepares them to be excellent clinicians, competent and practice ready to serve the community, and its diverse health care population. The program concludes with a luncheon celebration for the graduates, with faculty, the Jacobs team, and the Dean in attendance. To date, 72 students have been through the program, 68% are ethnically racially diverse, and 58%

are first generation students. Even more important, 100% of the students passed their licensing exams on their first try and are practicing nurses.

In terms of next steps in Nursing, a question was raised on whether the program could be spread to other programs across the university, and in fund raising efforts. Related to fundraising, the funds have grown substantially since the initial gift was received. What started as a \$50,000 gift has grown to a 3-year \$3,000,000 commitment, and the college is now considering ways to extend wraparound services to more students. Sharing stories like this across campus provides an opportunity to reach out to other donors who may be interested in supporting specific populations beyond traditional scholarship funding.

During discussion, a question was raised on whether or not the university has a sense of the amount of resources needed to achieve key objectives in the student success area, including graduation rates and social mobility goals, noting that there are avenues including the State, foundation and alumni communities that can help in achieving these goals. Provost Clabo advised that the university knows costs to support a single student, but those costs vary dependent on the field of study undertaken.

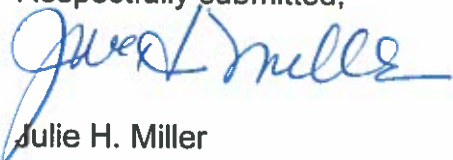
In terms of the ETC program, the questions centered on the needs for scaling the program up, and where funding might be available. Unfortunately, although there is much evidence to support the correlation between increase in education and the decrease in recidivism, not a large amount of funding is available to support scaling this program up. The university continues to be in contact with the Michigan Department of Corrections and community organizations and foundations about this program, and support needs. Mr. Topps advised that currently, the state has not invested in this program – the project that just concluded was funded by a grant ending at the end of March. New areas of funding and support need to be identified. Provost Clabo added that the commitment and the contributions of the faculty involved in these programs are an integral part of the support network for programmatic success. Grant opportunities from community-based organizations across southeast Michigan are another funding source that is part of this equation.

Committee members thanked the presenters and hope that word about these special and unique programs, and their impact on our students and the community, can be shared broadly, and the Board offered its own support to help in this effort.

ADJOURNMENT

There being no further business, the meeting adjourned at 11:15 a.m.

Respectfully submitted,



Julie H. Miller
Secretary to the Board of Governors