



Graduate Council

January 19, 2022

<https://wayne-edu.zoom.us/j/93507778796?pwd=eDdLczRqazR3TFpkL3pwSVdsM2NNUT09>

I. Report of the Chair

- a. Review and approval of November 2021 minutes (page 2)
- b. Proposed Graduate Council bylaw changes
 - i. Combined minor edits for clarity and wording (one vote on all changes)
 1. Article II, Section 1
 2. Article III, Section 4
 3. Article VI, Section 3
 - ii. Objectives
 1. Article II, Section 2
 2. Article II, Section 3
 - iii. Membership
 1. Article III, Section 1
 2. Article III, Section 5
 - iv. Meeting Schedule
 1. Article V, Section 1
 - v. Committees
 1. Article VI, Section 1
 2. Article VI, Section 2
 3. Article VI, Section 4
 4. Article VI, Section 5

II. Executive Committee, Fred Vultee, Chair

III. Academic Standard Committee (Jeff Pruchnic, Chair)

- a. Enhanced process for notifying departments of faculty with expiring graduate faculty status

IV. Graduate Student report from Student Senate representative (Asra Akhlaq)

V. Graduate Admissions Updates (Sherry Quinn, Director of Graduate Admissions)

VI. New Business

VII. Report of the Academic Senate Liaisons

- a. Linda Beale, Academic Senate
- b. Ed Cackett, Research Committee
- c. David Moss, Curriculum and Instruction Committee
- d. Paul Dubinsky, Budget Committee

VIII. Adjournment

MEETING NOTES

<https://wayne-edu.zoom.us/j/95062487442?pwd=ZzB2QU9yYUFQclZCUUVQdmVDL2doUT09>

2-3:30 p.m., Wednesday, November 17, 2021

Agenda

- I. **Report of the Chair**
 - a. Review and approval of October 2021 minutes (page 2)
 - b. COVID's impact on graduate studies
 - c. Age-Friendly University proposal
- II. **Executive Committee, Fred Vultee, Chair**
 - a. Variable dissertation credit blocks
 - b. Proposed bylaws changes
- III. **Wayne State Pathway to Faculty Program (Sokol Todi, Associate Provost, Postdoctoral Office)**
- IV. **NPPR Committee (Ed Cackett filling in for Todd Leff, Chair)**
 - a. New Programs
 - i. Graduate Certificate in Linguistics (*requires Grad Council vote*)
 - ii. Center for Molecular Genetics and Genomics AGRADE (*does not require Grad Council vote*)
- V. **Academic Standard Committee (Jeff Pruchnic, Chair)**
 - a. Changing the window for scholarly achievement from four to five years for graduate faculty appointment and reappointment
- VI. **Graduate Student report from Student Senate representative Asra Akhlaq**
- VII. **Special Initiatives of Graduate Admissions (Sherry Quinn, Director of Graduate Admissions)**
- VIII. **New business**
- IX. **Reports of the Academic Senate Liaisons**
 - a. Ed Cackett, Research Committee
 - b. David Moss, Curriculum and Instruction Committee
 - c. Paul Dubinsky, Budget Committee
 - d. Linda Beale, President, Academic Senate
- X. **Adjournment**

Attendees:

Asra Akhlaq, Linda Beale, Abe Biswas, Amanda Bryant-Friedrich, Ed Cackett, Deborah Charboneau, Christine Chow, Steve Chrisomalis, Mary Clark, Christine D' Arpa, Paul Johnson, Chera Kee, Loreleigh Keashly, Poco Kernsmith, Larry Matherly, Mary Anne McCoy, David Moss, Golam Newaz, Debra Patterson, Sarah Pearline, Jeff Pruchnic, Sherry Quinn, Robert Reynolds, Preethy Samuel, Malathy Shekhar, Rebecca Sokol, Sokol Todi, Jasmine Ulmer, Fred Vultee, April Vallerand, Dan Walz, Mary Wood, Attila Yaprak, Zhengping Yi

Absent with notice:

Todd Leff, Jeffrey Martin

Absent without notice:

Abe Biswas, Ken Jackson, Weisong Shi, Linda Hazlett

Guests:

Leela Arava

Notes:

Hearing none a motion to approve the minutes was made and seconded. The

Amanda Bryant-Friedrich: Sherry has asked that her item number seven be moved up earlier into the agenda as she has another engagement, she has to attend, so I will ask that she be allowed to present right after the report of the Chair if that's OK, with everyone.

Amanda Bryant-Friedrich: Thank you, thank you awesome.

Amanda Bryant-Friedrich: So the Minutes were sent out, are there any corrections or additions or anything like that to the Minutes.

Amanda Bryant-Friedrich: If there is anything just please throw it in the chat.

Amanda Bryant-Friedrich: I don't see anything so I said the minutes stand approved as recorded the second item on the report of the chairs not actually a report, but a check in.

Amanda Bryant-Friedrich: We know that right now we are seeing a surge in Covid cases in our area, and I wanted to check in with the Graduate Council to see if there are any issues that you feel that we should be paying attention to when it comes to our master's, PhD and graduate certificate students.

Amanda Bryant-Friedrich: Have you seen increases in absences or issues with students who have active Covid cases. Do we have a need to actually look at any kind of changes to our academic policies or our policies around examinations or anything like that, as it impacts graduate students?

Daniel Walz: We don't have any new cases in the school of medicine, because we screen in on a daily basis.

Daniel Walz: However, Dean Schweitzer has asked that all graduate classes in the winter term, be in person, rather than hybrid. Too many of our faculty chose the optional case thinking, they were speaking to the faculty and not at the students.

Amanda Bryant-Friedrich: So you're going to have all graduate courses face to face in the winter?

Daniel Walz: We are asking permission we realized, we have to go up to us, through the Provost and a the health safety committee.

Amanda Bryant-Friedrich: that's going to be a change for the students Has anybody talked to the students about that possibility as well?

Daniel Walz: I don't know the direct answer to that question is all the students, so the conversation would be course by course directed. I will follow up on that question.

April Vallerand: Nursing is doing the same thing. Classes are to be face to face. The Dean, is very insistent. And I have received email some students being very concerned about risks.

Mary Anne McCoy: I actually elected to do face to face, but I took courses I'm teaching. And the only one times I've done Zoom is actually my guest speakers prefer to do a Zoom and so. I have a distance section and what I've done with that is that the students who have been exposed or something. You know in quarantine from work or something I've let them temporarily be in that into their clear quarantine but basically all the students are so happy to be back on campus pianist.

Amanda Bryant-Friedrich: I think that, because our graduate courses tend to be smaller numbers and things like that we will have the opportunity to really deal with students who have to go into quarantine I'm expecting that in the winter that's what we're going to see the most issue with a lot of our courses that are face to face and students are going to get Covid and have to quarantine. And so we're going to have to keep an eye on that make sure it's not causing issues with progression, and of course performance.

Amanda Bryant-Friedrich: I've had some conversations with some students some graduate students to semester, who have contracted Covid and from what I can understand most programs have been very accommodating and making sure that students are able to continue with their coursework so there's anything that comes to mind that we need to pay attention to because we're not when I came here initially we were meeting and discussing the impact, but we aren't having those meetings anymore, and so I just want to make sure that we keep it top of mind.

Carolyn Loh: And just one other thing is, those of us who have kids in school.

Carolyn Loh: Maybe impacted by school closures or kids in the quarantine. I already had our daughter's elementary school is closed for a week. Since she had been exposed I couldn't get anyone to watch her, and so I had to take my class online for that week, so I think you know we're going to need to be flexible, with our students and also with ourselves.

Amanda Bryant-Friedrich: I think that you know, the only thing that we can do to really make sure that graduate students continue to make progress and they feel safe, is that we have to give them some flexibility.

Amanda Bryant-Friedrich: Just to make sure that they're able to manage everything there is a lot going on at the K 12 space and we have a lot of adult students who are also managing parenting, so we need to be aware of that as well.

Carolyn Loh: And one other thing I done this semester is my classes in State Hall, we meet in person, but I've taken advantage of the ECHO 360.

Carolyn Loh: classroom recording and so I've never done that, before, because I think it's a little creepy, but this year.

Carolyn Loh: This year I think it's important because if students have to be out, I want them to be able to hear what went on in the in the discussion.

Amanda Bryant-Friedrich: The next thing that I have in my report is the age friendly university proposal and Fred I'm sorry I'm going to have to ask you, are we going to be asking for a volunteer from Graduate Council to serve on this committee.

Fred Vultee: Executive Committee had decided, yes, we would be asking for volunteers.

Amanda Bryant-Friedrich: Okay, thank you, so you received some information about the age friendly university proposal, the university seems to be pursuing.

Amanda Bryant-Friedrich: With other universities that are considered age friendly universities, and this is an initiative that not only is about faculty/staff but is also about being age friendly to our students.

Amanda Bryant-Friedrich: To promote lifelong and intergenerational engagement and experience value of older adults recognize and about being more aware of the language that we use when we talk about our older adults on campus.

Amanda Bryant-Friedrich: And the important thing for us is in graduate education is we do have a population of older adults who decide to return to the university to pursue graduate degrees or to just do graduate coursework.

Amanda Bryant-Friedrich: And so I just want to make sure that we have representation on this committee that's going to be submitting the proposal so that the graduate community is not left out.

Amanda Bryant-Friedrich: And so we are soliciting a person who is willing to serve on a committee that will be put together to actually get involved in this initiative. Peter Lichtenberg was the person who came to the Dean's Council to discuss this with us.

Amanda Bryant-Friedrich: And when we asked what kind of qualifications, the individual needed to have he simply stated that it needs to be someone who was interested in making sure that older adults were accommodated in our university work. From the Graduate Council I would really love to see someone who is thinking about educational opportunities engagement opportunities between our current graduate students and older adults.

Amanda Bryant-Friedrich: Making sure that everything is accessible, so if you're interested of pause for a second, you can raise your hand here and we'll go ahead and do that.

Amanda Bryant-Friedrich: And we would love to have someone volunteer so if you're interested raise your hand now, if not, then you can just send me an email.

Deborah Charbonneau from SIS volunteered to represent the Graduate Council in the chat

Amanda Bryant-Friedrich: I'm going to turn it over to Sherry so that she can talk to you about our graduate school admissions.

Sherry Quinn: I have a couple of things that I will be talking about today, one is a new outreach initiative that the graduate school is undertaking and then I'm going to share some fall '22 PhD application data with you directly from our slate application system.

Sherry Quinn: I want to talk to you about this new initiative that we have, it is a two-week 10 day intensive residential program for students from historically black colleges and universities, so this program basically.

Sherry Quinn: is designed to support the diversity mission of the Graduate School, as well as Wayne State University as a whole.

Sherry Quinn: Some of the outcomes that we are hoping to reach are to be able to like teach and involve underrepresented students in research, you know at the highest level here at Wayne State as a research one institution we plan to have them complete a personal statement.

Sherry Quinn: That can be used for a doctoral application and also provide them with an overview of the doctoral experience and preview of Wayne State programs, as well as support programs for PhD students.

Sherry Quinn: Five North Carolina institutions have been selected, these are public institutions.

Sherry Quinn: They are Elizabeth City State University, Fayetteville State University, North Carolina A&T, North Carolina Central university and Winston Salem State University.

Sherry Quinn: North Carolina is Dr Amanda's home state and so working with her, we want to make sure that students in North Carolina are made aware of opportunities in Detroit for doctoral study, she has shared with us that many students from North Carolina.

Sherry Quinn: may not travel out of State to earn graduate programs, and so we want to make Wayne State University a welcome place for them to study.

Sherry Quinn: We believe that the summer research program is very important because it helps us to be socially responsible in generating interest in doctoral education, to help us produce faculty for the Academy, as well as thought leaders to industries nationwide we also.

Sherry Quinn: want to be able to share the expectations of attending a high level research institution and to create some more community with underrepresented students that are currently here at Wayne State. Such as our Graduate Fellows Learning Community, IMSD and the MARC U-Star program.

Sherry Quinn: And the plan is to fund students that attend the summer research program and those students who are admitted to three programs that we have selected as pilots and that's Biological Sciences, English and Social Work and so we've been working with these disciplines and as part of the program they're going to be designated advisors to students in the summer research program so at this time I can just ask for any questions or comments.

Ed Cackett: sounds wonderful it's really sounds like an excellent program I wonder whether it can be used to leverage NSF funds to have a proposal around having run this pilot program.

Amanda Bryant-Friedrich: And that's a fantastic question. We have done the work of building the connections now with those five institutions.

Amanda Bryant-Friedrich: And we've had a meeting with them so that they can understand what our objectives are. The goal is to actually have formalized relationships with them, and so, as a result of that, yes, I think that, looking for, funding.

Amanda Bryant-Friedrich: As a basis for that would be interesting and so you'll notice that biology English and social work, our first three areas, you know, only one of those that would be NSF-funded is biology. After we run this pilot this time we are hoping that we can expand to bring students in from other disciplines and make those connections as well.

Amanda Bryant-Friedrich: I will tell you that this was a faculty initiated undertaking. It did not come from me, even though I am a proud North Carolinian and a proud graduate of North Carolina Central University.

Amanda Bryant-Friedrich: It came to me from a colleague in English.

Jeff Pruchnic: Richard.

Amanda Bryant-Friedrich: Richard Marback.

Amanda Bryant-Friedrich: And Richard had established relationships with some institutions in North Carolina and, of course, with my connections to North Carolina it was ripe for the picking.

Amanda Bryant-Friedrich: And then Social Work and Biology became very interested in this, and so that's where our pilot came from, so we will definitely keep that on the radar and I'll be reaching out to you, when it comes to physics and getting those students in here.

Golam Newaz: yeah I had a comment.

Golam Newaz: When we look at.

Golam Newaz: Getting some of these students for Wayne state.

Golam Newaz: I, my understanding was what was presented is that these would be graduate students coming to Wayne State, not transfers. Is that correct?

Amanda Bryant-Friedrich: That is correct.

Amanda Bryant-Friedrich: Students will come to become familiar with our grad school ecosystem, and then we will be bringing those students soon as graduate students. I think my Alma mater particularly would be very upset with me if I started transferring students.

Golam Newaz: The next comment is that the NSF program that we were thinking of.

Golam Newaz: It is really for undergraduates and so for the graduate students unless they have some credits, they still need to make up or something or do some research.

Golam Newaz: Typically, at all, we do these audio programs with senior students in undergraduates so they can contribute something to the research, it can be even junior students, but essentially it's possible that some students can come here, see their environment and so on, and then may be interested in graduate work here, so those would be the kind of thing, maybe summer, RU programs.

Amanda Bryant-Friedrich: I'm very familiar with the RU mechanism and I'm thinking that we can actually recruit them also for an RU program so their relationship with the institution becomes more long standing.

Amanda Bryant-Friedrich: I think we're targeting sophomores and juniors if I'm not mistaken. We usually want to have senior students, I think the end of this is an excellent way for us to bring students on campus early in their academic training to build that relationship and bring them back for some research and then bring them back as our own graduate students.

Amanda Bryant-Friedrich: Questions or comments.

Daniel Walz: I probably missed the point, how many students are you hoping to bring in?

Sherry Quinn: So we're looking to bring in about 15 students.

Sherry Quinn: For the initial for the initial 15 students, but we hope to expand that as the relationship in a program expands right.

Amanda Bryant-Friedrich: And I will say one thing that makes sense, so these are HBCUs, but the state of North Carolina is a state that has quite a bit of poverty. So it could very well be that many of the students that come some of the students who come will not be black students. But they will be students from under other represented categories such as low socio-economic level. So it is a program about diversity and bringing in diverse populations. We're looking at bringing in the richness of diversity that is in the state and in the undergraduate institutions there.

Daniel Walz: I think as the program evolves perhaps not in the first iteration, but in the SOM we would welcome an opportunity to present an overview of research opportunities in the graduate program should they elect to come to Wayne state.

Sherry Quinn: I was going to share my screen here give you some information again, this is just a fall '22 PhD application data coming from our slate application system.

Sherry Quinn: And so, as you can see, here we just have a picture of the total number of applications that we've received again, these are for PhD programs only.

Sherry Quinn: The number of applications that have been submitted, those are that have been created, but and started, but not completed, we have a number here that are have passed the processing in the Graduate School and those are waiting decisions or those will be applications that people who are working in the system will see him first and final review and then will we see that we have three students that have been admitted.

Sherry Quinn: So now, I want to just bring you to split like a working screen that a lot of the users in the schools and colleges will see as a part of you know, working in this Slate system again, this is the representation of the total applications across different sort of like file cabinets within the system in the first column, this is where you're going to see.

Sherry Quinn: Where applications have started when they're submitted how they sort of like move through different processes in the Office of Graduate Admissions.

Sherry Quinn: Before they are made ready for programs and review status here and first review and final review where decisions are actually placed on those applications, I can also, are there any questions before I move to this next area of the system.

Sherry Quinn: Well what's being displayed here.

Sherry Quinn: So here is really just the detail of all of the applications for the PhD for fall of '22 and show them to you in alphabetical order, basically, you can see here is the program name, this is the citizenship status there's a bin that tells us, you know where the application is in the process, you know when the application was created.

Sherry Quinn: And so just you know kind of like giving you a review here of the programs that are represented the top three applications that are represented in this pool right now are biological sciences chemistry and psychology.

Sherry Quinn: So you'll see some other areas as a sort of like scrolling through this list of applications, and these are total applications here.

Sherry Quinn: you'll see that there are plenty you'll also notice that some of these applications are some like grayed out.

Sherry Quinn: And that just means that some user has checked this particular application out and they're you know they're reviewing it looking at it.

Sherry Quinn: For some reason, so the ones that are grayed out those are the ones that individuals have sort of like pulled into their queue so that they can review.

Sherry Quinn: I believe, so we have lots of chemistry in here.

Amanda Bryant-Friedrich: And I would love to draw your attention to the fact that when you look under citizenship status for our doctoral applicants the majority, the vast majority are international students.

Sherry Quinn: So everyone who I mean most users in the system, if you have access to Slate you definitely have access to this information.

Sherry Quinn: That you can do this yourself there's some filters are on this on the right hand side, where even if your school and college. You'll only be able to see applications in your school and college so as I'm a super user, so I have the permissions to see all activity so you'll only be able to see activity in your school and college, but you are able to go in as to like filter on programs and things of that and things of that nature.

Amanda Bryant-Friedrich: When you get to Psychology you'll notice that more domestic students. start to show up.

Sherry Quinn: So I do want to when we look at the awaiting submission, so we see that we have like around 1000 applications that have actually you know, been started so we've had individuals that have started.

Sherry Quinn: started applications and again.

Sherry Quinn: For those who have started, for some reason they haven't given us all the information.

Sherry Quinn: Again, almost 50% of these that are submitted again will fall into Psychology, Chemistry and Biology so it's about 48.8% of the applications that are here.

Sherry Quinn: And so, these are again our opportunities, where programs and schools and colleges can access this information email addresses and names are made available so that if there's additional communication that the schools and colleges and programs wish to do beyond what the graduate school does because our communications are pretty generic. There are opportunities for programs to sort of like try to engage with those individuals who have created an application.

Sherry Quinn: Some of you have been approached by Nick Mattar who is our associate director of marketing.

Sherry Quinn: To help you.

Sherry Quinn: To have access to the Slate CRM system, he you know, has reached out to schools and colleges and some of them have started campaigns with us working with them so again, if this is something that you believe is going to be beneficial for the work that you do in your areas and schools and colleges, you can reach out to Nick.

Sherry Quinn: To talk about setting up CRM campaigns having access to the CRM for prospective students for setting up.

Amanda Bryant-Friedrich: Thank you, Sherry, I really just wanted everybody to actually see what it is we're looking at that's really important so right now.

Amanda Bryant-Friedrich: Because of the time of the year we're in November and most doctoral programs, of course, are looking at getting applicants in before the end of the year or within the first couple of months, of the new year, so you can see that we have 1000 folks who've already clicked on an application and are starting to apply. So that means that people are already looking at your programs and some folks are looking at things and making decisions.

Amanda Bryant-Friedrich: I think it's really important, and this is something that I would ask that you take back to your various programs and colleges, that there be a set deadlines for students to accept admission.

Amanda Bryant-Friedrich: I think that that is very important, simply because it helps you with planning, and it also helps the graduate school with planning, so that we can make sure that we have the funding to support students that need support and those kinds of things.

Amanda Bryant-Friedrich: The national deadlines for acceptance of offers is April 15.

Amanda Bryant-Friedrich: And so it would be reasonable and as part of the Council of Graduate Schools, we all try to honor that so you shouldn't be putting out deadlines, where people have to accept before April 15.

Amanda Bryant-Friedrich: But it shouldn't be very long after that.

Amanda Bryant-Friedrich: Because those students who are really in the know and really looking for a place to do their graduate work, they are informed of those things, and they are looking to make decisions by April 15.

Amanda Bryant-Friedrich: And they are looking to have their funding, secure and actually know where they're going, so that's just a piece of information that I wanted to actually provide for you.

Amanda Bryant-Friedrich: We are looking at international student populations what countries they're coming from.

Amanda Bryant-Friedrich: Because we have so many international applicants, we want to make sure that we're actually providing them with application fee waivers when it's necessary we have countries out there, right now, that have political unrest.

Amanda Bryant-Friedrich: Where they can't even use credit cards, so if a student reaches out to us and asked for our application fee waiver and they tell us why we give it to them.

Amanda Bryant-Friedrich: Usually it's those kinds of situations students who have the funding the money at home to do it don't usually ask to be perfectly honest that's what we see.

Amanda Bryant-Friedrich: So just wanted to ask Sherry, to give you some ideas on where we're looking at for doctoral students, we very often have these conversations about enrollment and applications.

Amanda Bryant-Friedrich: This is about those doctoral students that you're trying to recruit to your programs, and we want to make sure that you know what resources we have and what we're thinking about there.

Ed Cackett: This is a question that came up in our faculty meeting yesterday and it's something that faculty in our department and others I think I've talked about in the past and that's about the application fee.

Ed Cackett: And the concern that it can be a part of the students, even to start an application and so it's great that we have these waivers that students can apply for but it's an extra hurdle that people have to

get over and certainly we're concerned, we have a lot of students who come from India and Nepal and \$50 is a big deal and we worry that that actually reduces the number of applications, we can.

Amanda Bryant-Friedrich: You know it's an interesting question I've had a lot of conversations with chemistry lately about the same thing, and they of course, a very large PhD Program.

Amanda Bryant-Friedrich: And they are getting a large number of international applicants and chemistry made a decision that they as a department they would actually pay the application fee.

Amanda Bryant-Friedrich: For all of their applicants and it is a revenue generator for the institution, so the finance office does look to see how much revenue is coming into the university from graduate applications so it's, not that I can always just decide to blanket say no we're not going to have that we did that during Covid and it we took a financial hit for it and I was made very clearly aware of the fact that we took financial. So we do have to find a way to message to students and I don't know really when we're trying to get the information and for instance let's say a student comes to the website and they want to apply for your PhD program and then one of the first things that they should see there is that if you need an application fee waiver, please let us know by clicking this, but that information comes to us pretty quickly and then our folks can really put it into place very quickly so that we can limit that, but it has to be that they understand that is an option for them.

Amanda Bryant-Friedrich: Because they're not really going to think about application fees until they start clicking on places to apply.

Amanda Bryant-Friedrich: You see what I mean and they'll see that so that messaging is really important, so that's what I'm sure I'm walking a tightrope on trying to make sure we bring in revenue, but we have access to the greatest applicants, so I hope that answered your question is.

Amanda Bryant-Friedrich: Okay, thank you, Sherry next we're going to turn it over to the Executive Committee Chair Fred to talk to us about variable distinction credit blocks and by large changes.

Fred Vultee: You'll remember from last year in which we had agreed that, partly because Wayne State was such an outlier in requiring 30 dissertation credits for the PhD that we reduce that to 24, so this is kind of a

Fred Vultee: Second Stage of that discussion and the main purpose of it is to create a clear path for people to finish what's offered a four-year doctorate in three years while reducing the kind of.

Fred Vultee: All for one for all tendency, we used to have where you can start taking a dissertation credits literally in your first semester.

Fred Vultee: But we tried to administer reduce the administrative headaches that went along with that, while making sure we don't step on any toes in the process so.

Fred Vultee: The Executive Committee has approved this idea of changing our current requirement, which is four consecutive credit blocks of dissertation registration 9991 through 999 for those up under the 30 credit system or seven and a half credits each.

Fred Vultee: So the current when this would with the 24 credit, this will give us four consecutive five semesters of minimum for full time registration, which is six credits each of what we'd like to have also as an option of doing three consecutive semesters of eight credits so leading the 24 requirements.

Fred Vultee: and maintaining in that the current idea that we have that students have to reach candidacy if they have to defend the qualifying exam and become a candidate.

Fred Vultee: before they can register for that second block of dissertation credits, as we go ahead, we kind of have a limited option for doing this now in that students can register for 15 credits.

Fred Vultee: If they're supposedly if they're not working outside the university or they're not working on.

Fred Vultee: that's not really an advantage for students who were funded biggest funding usually only covers 10 credits, so in that option, they can do it.

Fred Vultee: And it needs a lot of a lot of language change to get a lot of levels in handbooks in catalogs and things like that is basically created a path where students who need.

Fred Vultee: The four semesters can do it in our college, for example, that would be a standard for your program would be 30 credits of course work over two years, followed by two years of dissertation credits.

Fred Vultee: This would be an option for students who would come in with a large amount of transferable credit, you could complete coursework in three semesters and a summer or three semesters and.

Fred Vultee: One continuing class maybe during qualifying exams of the second semester of the fourth year and then complete the dissertation credit requirements in a third year so basically we're adding.

Fred Vultee: a three year option to our kind of current for us at least standard for your option will try to minimize the administrative headaches on that and because we've already approved the.

Fred Vultee: 24 hour credit thing this seems like a good logical next step that minimizes headaches and gets this on the books as soon as possible, so we would like that Council to vote on approval, yes, I think, Mary has a poll ready for us.

Fred Vultee: Any questions?

Daniel Walz: Does this have an impact on a total number of credits for a PhD.

Fred Vultee: What we did last year at the end of the winter semester, I think, was to reduce the number of credits for the PhD from 30 to 24 which is more in line nationally.

Daniel Walz: 30 to 24 I'm saying I think of the total number of right now, it takes 90 are you going to 84.

Fred Vultee: It would, yes, reducing the dissertation credits would reduce the total from 90 to 84.

Loraleigh Keashly: So let's assume this all goes forward it only when does it start to apply I'm thinking of students who are currently in the program who are under 30 credits do they get to do the flip over?

Fred Vultee: I would think that starts as a discussion between the student and the advisor and many students are going to look real early and say no.

Fred Vultee: Privacy wise here, but there may be students who were completing the or who are completing the first year of the program who might be able to take a different look at this and say.

Fred Vultee: Clear path to completing in in three years again it's not a requirement that they do that it wouldn't, be it would not be for everybody.

Fred Vultee: And there would certainly be dissertations in which I, maybe once involving a lot of qualitative field work, for example, where somebody might will say I need the extra time.

Fred Vultee: Somebody what you did earlier in processing it earlier might see it, so you know, this is not a requirement for anybody to me the decision start with the advisor the students on how clear is this a path for you and your project.

Amanda Bryant-Friedrich: I have to step in here and say, though, that from a procedural standpoint from the graduate school students have to actually complete the requirements as outlined in the bulletin of the year that they are admitted, or that they matriculate.

Amanda Bryant-Friedrich: And so, if, on the books now, it says, you need 90 credits to graduate with a doctorate you will need 90 credits to graduate with a doctorate.

Amanda Bryant-Friedrich: Now I don't know if the Bulletin actually puts in place that the blocks are set, I haven't looked at that that far, but if, at the end of the day we won't be able to actually decrease the number of credit hours until the information in the handbooks and bulletins has changed.

Amanda Bryant-Friedrich: And then, most likely we won't be able to do this until also that language has changed.

Fred Vultee: The website right now specifies the four blocks of 7.5.

Fred Vultee: Can you know whether students can petition for a change to the can the petition the Grad School for a change to that you know whether that's possible.

Jeff Pruchnic: Are you saying that if we drop the 90 credit requirement to the student who started before that change petition to be under the new requirement is that what you're asking?

Jeff Pruchnic: Why is it a request an exception to any of the rules really and those can be considered, I would say that.

Jeff Pruchnic: In some large changes, such as the gen ed changes at the undergraduate level they did decide to allow students to kind of choose what system they want to be in but typically students do follow what's in place when they enter and it may be that some programs are going to make changes, based on this as well right, so they may change what the requirements are when students take particular courses we wouldn't necessarily want students to be using parts of the old system and parts of the new system, because their departments have adapted to the change that's kind of a complex question but, in general, students, can we can request an exception to any policy.

Stephen Chrisomalis: There, there are two separate issues right well the one is the 90 credits going down to 84 that one probably is, as I understand it, not going to be negotiable. But the other is, as we change the blocks we're going to need to account for how the students are going to get the credits, they need so, for instance. If we change all those 7.5 credit courses to six credit courses, you may actually have students who now need five blocks of those credits, or something like that, because they need 30 dissertation credits, so we have to think about what the what the impact is going to be when we change the 9999 sequences to make sure that students are actually able to take the number of credits that they need for the Bulletin year in which they were admitted if that's if that's clear.

Fred Vultee: Sure yeah great point one thing that we've discussed so far is the possibility of creating two courses 9991 and 9992. The second half, which would be repeatable and they'd be selectable for different numbers of credit hours within constraints again because you know hanging over said idea of people starting started a doctoral program with one dissertation credit their first semester when dissertation credit per second and so on, like that, but a possibility about that would be a student could elect to take, for example, a credits of 9991 to defend qualifying things that semester, and then register

twice for eight credits of 999 similarly student can register for six credits of 9991 to defend the qualifying exam and then register for next three semesters of 9992 6 credits each so as an interim we could certainly allow people who have started the qualifying exams already there would be graduating into different catalog to elect.

Fred Vultee: Your next three blocks or their next two blocks and they're supposed to be consecutive for new students.

Fred Vultee: Find workarounds for that in the past but yeah.

Fred Vultee: It sounds like probably having an option between those two so that until everyone's been admitted under the new system.

Fred Vultee: Prospective candidates could also elect blocks of seven and a half credits or current candidates could like blocks of seven and a half credits as well.

Fred Vultee: With the idea that we try to have as few options that we, we like to leave a lot of paths open, but have for bookkeeping purposes and administrative purposes limited number of options as much as we can, does that does that make sense.

Amanda Bryant-Friedrich: I don't see any other comments or questions are we ready for the vote.

Amanda Bryant-Friedrich: Mary has already launched the poll.

Mary Wood: Thank you um and right now we have 93% participation.

Amanda Bryant-Friedrich: So I would say, go.

Mary Wood: To the yeses are coming in at 73% the nose 10% and abstain is 17%.

Amanda Bryant-Friedrich: Okay, so it sounds like it passed, so our office will begin to change the language and see how we can actually get this in place, thank you.

Fred Vultee: You should have, I think all received a couple of copies of drafts of the Graduate Council bylaws that we are working through on.

Fred Vultee: We had a brief summary, this is our last meeting so let's try to be quick with this it's been about five little bit more than five years since the bylaws were amended.

Fred Vultee: And this is a set of changes that the Dean suggested we think about so that we can vote on them in January and colleges can be ready.

Fred Vultee: For end of semester meetings, because several of these involved like membership and the Council membership in new committees, composition of the Council, it matters like that so colleges, to be planning ahead to pick people.

Fred Vultee: kind of moving some decision making power out of the Dean's office and maybe more toward the Council and from the Graduate School and towards the Council.

Fred Vultee: One of these would involve moving so there's three Council members now appointed by the Dean.

Fred Vultee: Helping the dean of helping to ensure the balance among colleges in have decision making is done, especially with regards to things like the doctoral program on.

Fred Vultee: we're collecting some data on that, right now, because the question is how big is your balance to kind of collective answer we had was we didn't know exactly how big but we expect it's kind of big.

Fred Vultee: So we're getting together the data now on how many doctoral students how quickly they move through how many programs.

Fred Vultee: We're planning to add meetings in December and May.

Fred Vultee: By way of making sure that we have time to accommodate in case there were things that risk being put off for a month or three months we get this as a down the road thing.

Fred Vultee: So that colleges and graduate faculty members can continue to make decisions or can make good decisions in April, but that was happening next year.

Fred Vultee: plan is to create two new standing committees.

Fred Vultee: For colleges, to put forth nominees for, for example, a committee that works on over awards and fellowships so that some of these selection of matters like the deans diversity fellowship and the rumbles will move out of the Grad School and.

Fred Vultee: to a committee of the Graduate Council and I think their membership would be from anybody in the graduate faculty so people could we put forth who are not on the Graduate Council per se to work with this.

Fred Vultee: On the other standing committee would be a DEI committee that would look at diversity issues around the campus, especially in graduate education.

Fred Vultee: And the Chair of the Executive Committee would be responsible for reporting chairs of these committees I'm looking for ways, not to be your supreme over and over again that's like not to worry.

Fred Vultee: there's also moving see okay right now also the selection of the executive committee on half of those appointed by the Dean, this would move the Executive Committee selection to the Graduate Council as a whole.

Fred Vultee: Appointing and I think this, this would not be a standing committee, but an ad hoc committee a student issues committee that would look specifically at issues that address graduate students.

Fred Vultee: Broadly, in summary, a lot of this is kind of moving power outward from one office, so that the Council at large, and at the colleges in their turn, can have a bigger role and some of the decision making.

Fred Vultee: And like I said we're hoping to have this ready for voting next month, so this does not mean we're calling like an emergency December meeting or anything like that.

Amanda Bryant-Friedrich: Thank you very much Fred . We will be voting on this in January. So you will have time to actually take those bylaws changes to your respective units and get their input and then we can come back and discuss it and actually vote on.

Amanda Bryant-Friedrich: Next, on the agenda is Dr Todi. He's going to talk to about the Wayne state Pathway to Faculty Program.

Sokol Todi: I'm excited to tell you about something that I think is an exceptional move for our university.

Sokol Todi: In training our own next generation of faculty who are diverse and excel in their respective fields, the Provost and Dean Amanda have come together and have come up with a program.

Sokol Todi: That we are calling Wayne State Pathway to Faculty program that is geared towards recruiting top notch.

Sokol Todi: New faculty to the university, but not directly at the faculty level, but rather by starting.

Sokol Todi: Soon after they're done with their PhD or terminal master's degree training or professional degree, giving them some.

Sokol Todi: What we call postdoctoral type training for some time and then transitioning them into faculty for those of you who are in STEM this will be very similar to the K-9 00 award that is.

Sokol Todi: provided by the NIH now, we have our own internal system which is unprecedented actually as far as I know, in the US so kudos to us here.

Sokol Todi: What does this mean, so this is geared to bring in five new individuals each year.

Sokol Todi: And there are two phases to a competition which I'll mentioned very briefly and I won't talk very long, because I know you're probably have questions.

Sokol Todi: But this is geared for individuals who identify as members of groups historically underrepresented in their chosen field.

Sokol Todi: This will be for candidates who have shown exceptional promising research or creative activities and scholarship along with a demonstration.

Sokol Todi: Of desire and engagement in diversity, equity and inclusion issues.

Sokol Todi: The applicants can be doctoral students, terminal master's students or professional degree seekers or holders, whoever confirmed degree and date of completion, or those who have completed.

Sokol Todi: up to two years of post grad training so again the sort of like postdoctoral training.

Sokol Todi: The fellows will receive a total of five years of support: two to three as pre faculty and then the rest as new faculty at the university.

Sokol Todi: And there will be very different guidelines on how to best mentor them towards success towards tenure as soon as possible.

Sokol Todi: There are two phases of the competition, the first phase is for the departments to compete this competition which will open up very soon.

Sokol Todi: And it will close by January 31, 2022 is the date presently but you know, there is always moving there, depending on how things progress.

Sokol Todi: And each department or programmatic area can submit only one application, which will be reviewed by a committee that's been organized by Dr. Amanda and me

Sokol Todi: Once five departments had been selected, who will be awarded the opportunity to recruit some students or postdocs in this direction than an actual search will begin where those departments or units will have.

Sokol Todi: A wide search and select three individuals, not necessarily ranked by three individuals to forward to the review office for a final decision to be made.

Sokol Todi: The idea is to position these individuals in the best way possible for them to succeed as quickly as possible and make a huge impact at the university.

Sokol Todi: In the community and in their field and more widely throughout the region, the US and worldwide again lots of information is going to be going to be coming up, but I'll stop here in case you have questions I can get into more details as your questions arise.

Linda Beale: Well, I just do think we have to be careful. "Training" is a word that implies there's one specific skill and all you have to do is copy a way a person does it and then you do it.

Linda Beale: We are educators we're not really trainers. Let's try to avoid the term training and use the word education or workshops or seminars or development of critical thinking, but not training.

Sokol Todi: that's a that's a point very well taken. We have used this sort of language for now is because of the way that it's utilized through out, well, everywhere, unfortunately, it doesn't make it right, no, but I think that's a very good point and we will definitely address.

Amanda Bryant-Friedrich: Any other questions or comments.

Ed Cackett: Is that startup funds for these new faculty what you know whether they're the postdoc stage or the faculty stage?

Sokol Todi: So the way that it's been conceptualized at this point is that there will be funds for both the postdoctoral portion of the award as well as for the for the Faculty portion of the award the Faculty portion obviously would have a larger budget than the possible portion the poster portion at this point would be providing the salary range for the postdoc as well as some external some extra funds for the purposes of conducting research, whereas later on, there will be a more substantial amount of money provided for the actual research to be conducted, but what I think we're going to make very clear is that whatever these funds are they should not be deducted from whatever startup funds, the unit or the college or the school would be providing to this individual because we want them to be empowered and so a key specification in the offer letter or in the award to this individual becoming to Wayne State for this five year period would be that whatever startups are provided by again the college or the unit not account for the extra money coming from the Provost's office to reduce the startup level, but to actually increase it, I hope, it makes sense ad but we're following essentially what's been done at the government level with this sort of funding.

Amanda Bryant-Friedrich: And I want to point out one very important piece, it is not called the post faculty transition program for a reason.

Amanda Bryant-Friedrich: Because we took into consideration the fact that there are folks who will not get doctorates, such as those in a terminal degree, so we want to make sure that this is inclusive as possible, so that any discipline that is looking to hire faculty and we take into consideration those qualifications so we try not to use will "training" and we don't want to use "postdoc" so those are two things that we have to pay attention to.

Amanda Bryant-Friedrich: The next piece is the NPPR committee report and stepping in for Todd is Ed Cackett.

Ed Cackett: So we met last week, the NPPR our committee to talk about two programs this month both proposals were a comprehensive. They passed through the committee with no problems and no significant issues or queries.

Ed Cackett: First, one is an AGRADE program from the Center for Molecular Medicine and Genetics, which is aimed at students in STEM..

Ed Cackett: This seems like an excellent pathway to get STEM students from CLAS in this this master's program in the MED school. It was an excellent proposal and was clearly laid out and was broadly supported and easily approved by NPPR. It does not need approval by Grad Council. The one that does require approval from Grad Council is the graduate certificate in linguistics. This is a proposal for a 12 graduate level credit program aimed at students graduate students are already enrolled but require on would like a better understanding of how human language works, it was created in response to their recent departmental academic program review. Which noted the status quo and that linguistics departments around the country is to be from both comparable and aspirational programs was to add a graduate certificate. Part of the action plan that they that was created from that academic program review was to create this program which they've gone ahead and done so, supported by the CLAS dean's office and it would be the first graduate certificate in linguistics in the state of Michigan. This was easily approved CLAS faculty council.

Amanda Bryant-Friedrich: The graduate certificate in this linguistics is for students who are already pursuing graduate degrees Is that correct?

Ed Cackett: It is aimed at masters or PhD students in programs already who would like extra expertise in this particular area.

Amanda Bryant-Friedrich: So recruiting for those programs will be broadly across all graduate degree programs?

Amanda Bryant-Friedrich: I have one question about who's paying for it, because at the end of the day, if you are bringing in students into a program where students are already graduate students in someone else's already paying the tuition for them as graduate students are they actually paying for the degree themselves?

Ed Cackett: I believe that was not in the proposal, and I believe that's outside of the scope of NPPR.

Amanda Bryant-Friedrich: Exactly but that's why I brought it up.

Amanda Bryant-Friedrich: I think that is something that we need to be cognizant of when we start to create certificates that are basically going to be paid for by the institution.

Amanda Bryant-Friedrich: Because that's what that sounds like to me at the end of the day, I have no issues with it, but just recognized it's not really revenue generating.

Amanda Bryant-Friedrich: If they are not let's say a nursing student or someone's getting a PhD in nursing there tuitions that are a paid for. And they decide that they want to get the certificate in linguistics, but it doesn't require more credits than what they're already getting then we're not getting any revenue from it, so that was the thing I'm willing to pay attention to. And so I wanted to make sure that everybody recognizes that that is not the current model, really, and so I am very pleased to see that will come through and hoping to see things like that also coming through from other departments so.

A poll was launched and the certificate was approved.

Amanda Bryant-Friedrich: Alright next is Jeff he's going to give us the report from the academic Standards Committee.

Jeff Pruchnic: I think I can be brief as most of us at least are probably already are aware, aside from the initial appointment, or when we're in phase retirement.

Jeff Pruchnic: Any faculty member who has graduate faculty status must reapply for that status every five years, and currently in that process, they must provide evidence of scholarly or creative achievement.

Jeff Pruchnic: That goes back for years and they asked for three examples of that kind of achievement and then there's a more exploratory category of graduate activity that includes service to the graduate school or to graduate communities are graduate students teaching graduate courses and mentoring graduate students. There was a task force that looked at graduate faculty status last year, and one of their recommendations was that we make the timeline consistent for both of those categories so currently when you reapply for graduate faculty status which you must do every five years you provide evidence of scholarly achievement going back for years, and you provide evidence of graduate mentoring and service going back five years. So the recommendation, which has been discussed by Standards and endorsed is to make it a five year window for both research and creative achievement, as well as for graduate mentoring and graduate service.

Amanda Bryant-Friedrich: Thank you Jeff I don't think this requires graduate Council vote or approval, but we would like to hear if there's any reason why we should not consider making this change.

Amanda Bryant-Friedrich: I don't see anybody jumping up and down or what was that for its it the confetti flying, so I think we're all good, so we will be making that change in the processes for graduate faculty Thank you Jeff did you have anything else.

Jeff Pruchnic: No that's all for this meeting, thank you.

Paul Johnson: May I ask a question?

Amanda Bryant-Friedrich: Yes.

Paul Johnson: The task force made several recommendations regarding the graduate faculty process and the appointments and I'm just curious to know where we are with some of the recommendations, so this was one that came forward, but there were others.

Amanda Bryant-Friedrich: We are going to carefully assess all of them, and eventually bring them all to this body for discussion and vote if necessary.

Amanda Bryant-Friedrich: Because we were doing that, during a time when we were at with an interim Provost I like to make sure that all of those things go before the Provost before we bring them together, so you will be seeing them in the next calendar year.

Paul Johnson: Okay, great. Under the new contract the rank formerly known as lecturers, they are now assistant and associate professors of teaching and it's not clear to me now that they have this new rank where they fall within the graduate faculty appointment.

Amanda Bryant-Friedrich: And that is one of the main things that we actually have to look at is how we're going to handle that and there are some other considerations also Fred did you have a comment?

Fred Vultee: Real we have lecturers, with a graduate faculty status, before you this morning phone academic achievement put on rank. I wouldn't guess it would be either a dramatic increase or any other kind of dramatic change in them.

Paul Johnson: I put forward an appointment before and I've been turned down.

Amanda Bryant-Friedrich: And I think that that's the problem, we need to codify it so that we don't have these situations where some are approved, and something that we need to actually have it codified.

Zhengping Yi: Five years is a long time and people forget. Can people be notified six months before the appointment expires?

Jeff Pruchnic: Yes, so that is currently the situation so in a up until this year.

Jeff Pruchnic: We would send a list over to departments that less than know which of their faculty are expiring and usually the graduate director of the Chair would take care of starting that process.

Jeff Pruchnic: Now faculty can start that process directly through dynamic forms, so they still must get the approval of their program and their dean.

Jeff Pruchnic: And we do with the faculty know directly when they're up for renewal and I can check on the dates, but I believe we let them know.

Jeff Pruchnic: At the end of the previous academic year and we want this submitted kind of over the summer by September, but I can check on the dates and report that back to you.

Amanda Bryant-Friedrich: All right, thank you very much Jeff so will now move to us for our student senate representative..

Asra Akhlaq: I'm going to be giving you a report from the Student Senate. One thing that I think was really important and really needed, especially for graduate students was the formation of a mental health project group. We have really good representatives that are good proponents of encouraging mental health, so I was really excited to see this, and a lot of our senate like a majority of the Senate Members are actually on this project group. And again, the whole goal of this project group is to create initiatives to promote better mental health of the students. We want to create resources for students on campus as well, I think this is so exciting on this program like this project group is already hit the ground running. We have already started a campaign about ADHD awareness and starting a town hall about that I'm really excited to see what this group comes up with, and also support them in any way. so just wanted to bring that one out. We have gotten some new members on senate as well, we have finally had able to fill a vacancy for the School of Information Sciences. We still have two vacancies one for housing and residential life and one for the Extension Center. The Senate has also started supporting this menstrual products.

Asra Akhlaq: Pilot program basically here what we're doing is trying to provide mental products for students on campus because this is something that we believe is.

Asra Akhlaq: right that people should because of affordability issues be able to have these products for free and available for our students to take the cost burden off of them as well, so right now we have it currently installed in three buildings: State hall, the Undergraduate Library and the Student Center. We also have discussed a budget committee. It will be another check on spending money as well, it has been added as a separate committee and this has to have at least as many Members as allowed, but only three voting Members are allowed. It will have a chair and basically the main goal is just to review and manage the Senate finances and again we'll have continuous meetings with this group as well. Last, we passed a resolution requiring all Wayne State senate Members to be certified mental health first aid, but in the mental health first aid training. And again, I think I think this is so amazing to see on campus especially like having a senator so passionate about mental health is really something that means a lot to me. And again, this is just to make sure that since we're making policies about mental health that we are you know we know what we're talking about, we are able to help students in crises.

Asra Akhlaq: And that you know, we have the statistical information on what's going on and how we can help others kind of in our repertoire.

Asra Akhlaq: So, all of the Senate members that are appointed will have to take this course we're working on kind of figuring out the logistics of it, but right now, there will be required to take it and to be a senate Member, you have to have this kind of.

Asra Akhlaq: qualification that's kind of the main updates that I have for you all, we have some more stuff in the works that I will hopefully bring at the next meeting as well, and I will happily take any questions.

Amanda Bryant-Friedrich: I'm really happy to see all the initiatives myself around mental health, and thank you for being there and representing the graduate students.

Amanda Bryant-Friedrich: Are there is there any new business day one wants to bring to the floor for consideration.

Amanda Bryant-Friedrich: I don't see anyone saying, then we'll move to the Academic Senate Liaison reports.

Ed Cackett: I'm the Research Committee liaison.

Ed Cackett: The Senate what the committee has been charged with discussing and addressing the post pandemic university and so there's a push to report on this by the end of the semester, the Research Committee has been split up into three subgroups one focused on undergraduate and graduate students; one on faculty recruitment, retention and external funding; and then one on looking at the R1 university status and

Ed Cackett: The facilities so each of these three subcommittees is writing their own reports on.

Ed Cackett: The challenges are in the post pandemic university and that's the main work that's been going on, I think many of the committees are working.

Ed Cackett: weekly at the moment, try and get his reports, written by the end of the semester. There is a Research Committee with the Associate Vice President for research Phil Cunningham, who is going to be talking about the Wayne State research misconduct procedures and policy.

Amanda Bryant-Friedrich: Thanks, it would it be possible for us to put you on the agenda formally in the New Year to put a synopsis of those reports together from the Grad school perspective, so that we can consider those here.

Ed Cackett: Absolutely.

Amanda Bryant-Friedrich: Thank you very much, David curriculum and instruction.

David Moss: We too are looking at the future of higher education document and mostly spent most of the time working in small groups, looking at different aspects of that document.

David Moss: The one substantive proposal that the committee acted on was a proposal to amend the student.

David Moss: code of conduct and the proposed changes relates to.

David Moss: Creating a role for faculty when a student.

David Moss: Challenges a grade appeal presently under the student code of conduct the decision on that is made by the academic team.

David Moss: And the Faculty Member doesn't have a right to participate in that process and the proposed changes, give the Faculty Member an opportunity to.

David Moss: comment to state their views on whether the grade should be changed as well as impose on the deans an obligation to report, I believe, on an annual basis, not by name, but in aggregate terms.

David Moss: How many grades they've changed, and what were the reasons for changing the grades, and that proposal, I think, is going to the Academic Senate as a whole.

Amanda Bryant-Friedrich: Well, interesting, thank you very much, David any questions or comments on that one.

Amanda Bryant-Friedrich: We appreciate your report, David Thank you.

Amanda Bryant-Friedrich: Academic Senate President.

Linda Beale: The Senate has had, as usual, a number of different issues on its plate as the two speakers before have mentioned, we are trying to put together a

Linda Beale: proposal on our views about the challenges facing and opportunities opening for higher education in the post pandemic world and have asked each of the standing committees.

Linda Beale: To do what research and curriculum instruction has reported on their work to think about those issues in their areas and come up with sort of a statement of the challenges or opportunities recommendations that they see.

Linda Beale: This may, in some way inform the strategic plan, but it will ultimately hopefully be something useful to the Provost and the senior administration in terms of understanding, some of the issues, as seen by faculty and academic staff.

Linda Beale: And the student code of conduct will be before the plenary at what I think is our December 1st session.

Linda Beale: So various committees have looked at that and it's something that was an issue brought to the Senate by faculty and multiple schools of having academic misconduct.

Linda Beale: overturned students given passing grades when they had plagiarized.

Linda Beale: And, with no opportunity for the faculty even to explain what had occurred or the fact that it was a multiple.

Linda Beale: group of students, working together in one case or a student who had multiple occasions of doing it in another case, so this was something that came from faculty and it's just that minor tweaking to ensure that faculty are included in the process, and that there is a report from.

Linda Beale: The administration when decisions are made to change grades that also provides a reason for that change so that it's not just you know the squeaky wheel getting the oil, no matter what.

Linda Beale: And another kind of code that we've discussed is something that many of you will remember, coming several times before the different administrations have.

Linda Beale: tried to write a code of conduct that sort of incorporated existing policy, but not quite and had things like if you talk to your neighbor and your neighbor happens to be in some way connected with somebody that contracts with university.

Linda Beale: You may have committed a

Linda Beale: conflict of interest that if you don't report it you could be penalized for and penalties that ranged to termination for very minor.

Linda Beale: Things, as you can imagine the Academic Senate complained rather strongly and vocalized specific.

Linda Beale: criticisms of those I think 2010 was the first one; 2013 was the second one.

Linda Beale: We got another request to participate in a committee to write a code of ethics and our response was.

Linda Beale: We understand that this is at the request of federal agencies for universities that have contracts in excess of a certain dollar amount.

Linda Beale: It seems to us that the thing to do is to create a document that nearly links to all of the relevant existing policies, policies practices and statutes.

Linda Beale: We didn't hear anything back and.

Linda Beale: about that, until fairly recently when we received a copy of a document doing essentially what we had suggested, which was a good sign.

Linda Beale: It had a purpose and a compliance paragraph and an obligation to report.

Linda Beale: So we have in fact just last week submitted edits to those new paragraphs which again.

Linda Beale: suggested that a faculty member doing research should never get any personal benefit from it, but, as you know, one does personally benefit from one's research, including perhaps reputational benefits and publication benefits.

Linda Beale: or even monetary benefits if you have a grant connected with your research, so we had a few suggestions to make on that.

Linda Beale: And the Provost seemed very willing to take those suggestions into account, so we hope that that same will be true of the rest of the administration.

Linda Beale: And it will be a good outcome, given that this is a long term project and finally.

Linda Beale: not creating a new document that actually conflicted with existing policies and statutes, which was our big concern and not having a document that allowed termination for anything anybody did that disagreed with that entire document.

Linda Beale: Another thing you may have noticed, depending on what school you're in is that the Provost has agreed that the Senate should select one of the administrative reps on both the Dean search committees and school college and dean of course review committees, and so the Senate is now.

Linda Beale: As, as the elected representative of the faculty and academic staff selecting someone from outside, whatever school that is as one of the Provost appointees.

Linda Beale: Which is something we had discussed at some link then we're supposedly going to do that earlier, but somehow it never happened but Provost Kornbluh has followed through so that that's a good sign and.

Linda Beale: The other two things that I probably should mention one is somewhat of a controversial issue which you may have heard about some time ago the student Senate.

Linda Beale: adopted by a majority vote a statement on the Israeli, Palestinian conflict and, unlike all past precedent, as we understand it, they were refused the use of this student listserv to send out a formal statement adopted by the Student Senate to the students, they represent.

Linda Beale: On the grounds that it was inflammatory.

Linda Beale: that's a content based decision and from our perspective on the Policy Committee of Academic Senate, we found that.

Linda Beale: wholly worrisome and not just for that particular issue, but for the general way that shared governance should work, I mean if.

Linda Beale: If the administration can decide they don't like something that the students adopts.

Linda Beale: And doesn't allow them to share that over the university list serves they could equally do the same for the Academic Senate or the Graduate Council or any other group of faculty who reached decisions, so we have been talking about this among ourselves with the administration.

Linda Beale: With legal counsel haven't quite decided what we want to do in terms of making any statement about it or having a resolution at the plenary session.

Linda Beale: But we are concerned that the administration would take that kind of action, because it's basically the academic freedom perspective that we know, has been ignored other times in the past here and is worrisome to see happening.

Linda Beale: So that's an ongoing discussion without a decision yet about what our strategy is about how best to deal with it.

Linda Beale: And, and you all know that the budget did ultimately get approved for fiscal year '22. There was not a full budget book for either the Board of Governors or the Senate reps on those the budget and Finance Committee to review.

Linda Beale: Understand that the budget book has been distributed to the Board of Governors as of November 5th, but the two voting and alternate reps on the budget and finance committee from the Senate haven't gotten our copies yet so I'm.

Linda Beale: eager to see it, I think I'll be getting it soon, because I became a squeaky wheel likely to hopefully get that and be able to really review it ended up, regrettably, with a slightly more cuts on the schools and colleges than in the.

Linda Beale: chart that was distributed for the Board of Governors meetings so that the least the smallest cut was 2% and I think the biggest was 7%.

Linda Beale: To the schools and colleges, which is a fairly dramatic continuation of budget cuts when schools and colleges are already suffering from several years of budget cuts, which is why these issues about revenue generating programs fees and other things that.

Linda Beale: Our graduate Dean has mentioned are real issues we have to be thinking in terms of sustainability and recruitment that really works, not just bringing in numbers that leave because they can't succeed.

Linda Beale: But bringing in people that we can support in the right ways we can mentor and help them succeed, so I, I think that is what the budget makes us realize is that that's a truly important thing for us to think about.

Linda Beale: Strategic planning is going on. I'm on the steering committee there's been a draft

Linda Beale: Work on that draft still needs to be done, but hopefully, the process will, I think it's been delayed a little bit in terms of when we might finalize it.

Linda Beale: But it is taking place and moving forward, so I think that's everything that I have to say, feel free if you have any questions to ask.

Amanda Bryant-Friedrich: Thank you, Linda, are there any questions for Linda.

Amanda Bryant-Friedrich: I'm interested to hear more about the issue with the communication that was sent out so I'll reach out to you about them.

Amanda Bryant-Friedrich: Okay, thank you, Linda.

Amanda Bryant-Friedrich: That was the end of our agenda is there anything for the greater good?

Amanda Bryant-Friedrich: If not, can I have a motion to adjourn.

A motion to adjourn was made and seconded and the meeting adjourned at 3:35 p.m.

Respectfully submitted,

Mary E. Wood

Graduate School Program Director