

WAYNE STATE UNIVERSITY
ACADEMIC SENATE
PROCEEDINGS OF THE POLICY COMMITTEE

October 5, 2020

Present: L. Beale; P. Beavers; L. Lauzon Clabo; J. Fitzgibbon; r. hoogland; D. Kessel; C. Parrish; B. Roth; N. Simon; R. Villarosa; A. Wisniewski

The item marked with an asterisk constitutes the Action of October 5, 2020.

Guests: Loreleigh Keashly, Professor and Associate Dean for Curriculum and Student Affairs, Fine, Performing and Communication Arts; Monica Brockmeyer, Senior Associate Provost for Student Success; Darin Ellis, Associate Provost for Academic Programs and Associate Vice President for Institutional Effectiveness

1. Child Care Committee: Loreleigh Keashly chairs the Child Care Committee. She reported that in September the committee surveyed students, faculty, and staff to find out the need for child care on campus. Thirty-eight percent of the staff responded, 27% of the faculty, and about 11% of the students. A larger proportion of graduate students responded than undergraduate students. The committee is working with the Center for Urban Studies to compile the information.

Several years ago a committee, the 3N Child Care Committee, made recommendations to Provost Keith Whitfield about the need for child care. Based on that report, the Child Care Committee was formed. It became clear to the Child Care Committee that people wanted information about childcare options and resources. In 2019 the committee opened a childcare resources website. The recent survey asked if people were aware of the resources on campus such as the policies and benefits that the university provides.

Rainbow Childcare Center was constructing a facility near campus. The university worked with the Rainbow Childcare Center to develop a partnership that would provide infant care and care for children from 12 months to 5 years. Our faculty, students, and staff would have priority. We claimed 8 of the 16 infant spots and 32 spots for children from 12 months to 5 years. Rainbow opened in March 2019, but KinderCare Learning Centers purchased Rainbow a short time later. KinderCare is a national corporation with 100 centers and was not willing to continue the partnership developed with Rainbow: what it offered did not have the flexibility we needed and would require payments for a wait list.

The Child Care Committee decided that if we had enough money to have a 10% tuition benefit for a single childcare center, we might better use that money to meet a broader range of needs. Childcare centers do not meet everyone's needs and tend to be expensive. Under Michigan law and regulations, most centers don't offer part-day care or 3-day a week care for infants. It has to be 5-day care. That is partly because each infant has to have a dedicated crib: even if a child uses a crib only 3 days a week, the crib cannot be used by another child the other 2 days.

People have a variety of needs and schedules. The committee thought it would be best to provide a variety of options. Thus, about a year ago, the committee recommended to Provost Whitfield that the university arrange a childcare service coordinator to help people navigate

different options and consider adding a child and family app similar to UM's family helpers app (an electronic bulletin board for current faculty/staff/students and retirees where people post services they offer or seek). The committee also thought the university should have play areas in various campus locations that parents or caregivers could use. Finally, another potential partner may be the Woodbridge Neighborhood Development Corporation, which purchased a building to renovate it for a child care center and approached the university.

Timothy Michael, the Associate Vice President for Student Auxiliary Services and Chief Housing Officer, negotiated with the director of the Detroit Parent Collective to renovate space on campus the collective can use as co-working space. In these arrangements, parents work in one part of a building from which they can see their child in another area: this satisfies childcare regulations since a parent onsite is responsible for their child. The DPC also has onsite childcare. The collective was to open in October but the executive director apparently is no longer interested in opening it this fall. The committee will explore other potential campus co-working spaces.

The committee also considers it important to have a childcare subsidy fund so have raised that issue with the Development staff. Another possibility is a student fee dedicated to a fund for student parents. It would be important to find a similar subsidy for employee childcare. Some universities provide a benefit that pays a portion of the cost of childcare with a particular limit per year, allowing the employee to select the type of childcare desired. The AAUP-AFT also has a childcare committee that is exploring a childcare benefit for faculty and academic staff. Ms. Keashly is the liaison from the university's committee to the AAUP-AFT committee.

A factor making this more important is that more employees are working virtually because of the pandemic, with more flexible work arrangements. Prior to the pandemic that was restricted to a small group of employees but is now much more broadly available to employees. This creates some problems but could also be a way for employees to better manage their childcare responsibilities in the long term.

For the last two years the committee has advocated for good data to find out what the community needs, is using, and would like to have. As part of the survey just conducted, people could outline pre-pandemic arrangements, pandemic solutions, and the challenges they anticipate upon return to campus.

Ms. Fitzgibbon asked what regulatory changes were made for childcare centers as a result of the pandemic. Ms. Keashly said facilities use physical distancing so there are fewer students in a room than under prior regulations. Wayne's childcare centers have about one-half capacity this fall. Our centers receive a combination of grant funding for the Child Care Access Means Parents in School (CCAMPUS) Program, a federal program for student parents that serves children from ages 3 to 5. The Great Start Readiness Program, a state-funded preschool program, is only for 4-year-old children. Prior to the pandemic, spots were held in our centers for children whose parents could pay tuition. The centers are not accepting tuition-paying children this fall because they want to accommodate people covered by the grant money. Some parents are not comfortable putting their children in contact with other children at this time.

Mr. Parrish asked how much General Fund money is devoted to supporting the centers. Ms. Keashly did not know but they are not completely self-supporting because they are in campus buildings and the university pays the utilities and insurance. The Provost's Office sponsored the building of the website and Ms. Keashly maintains it. Asked about the demand for childcare services, Ms. Keashly said they expect the survey to show the demand.

Ms. Beale recommended that the childcare committee create an app where people needing childcare services and those who are able to provide the care can connect. She questioned whether a new administrative position of childcare services coordinator is needed: this is the type of work that the Human Resources benefits personnel should already be doing. A good website with questions and answers should be able to fill much of the information need. Money should be focused on creating opportunities for children's recreational areas.

Ms. Keashly encouraged Senate members to look at the childcare website <https://wayne.edu/childcare-resources/> and send her suggestions and comments.

Mr. Beavers mentioned the elder care need. Ms. Keashly said the committee has focused on childcare, specifically for ages 1 to 5, but they are also interested in after-school programs, before-school programs, and summer programs. In a broad sense they are talking about dependent care, and that could well include elder care. Mr. Villarosa added that the human resources restart committee is also considering the childcare/remote work challenges. Ms. Beale suggested that there will need to be recognition of a new norm across society in the way people work and the related needs for dependent care. If someone works remotely and takes care of an aged parent or a child with disabilities or others during the pandemic, they should be able to do so in 'normal' times.

[Ms. Keashly left the meeting.]

- *2. Proceedings of the Policy Committee Meeting: Policy Committee approved the Proceedings of its meeting of September 21, 2020, as amended.

[Ms. Brockmeyer and Mr. Ellis, joined the meeting.]

3. Enrollment: Ms. Brockmeyer reported that the university's six-year graduation rate for 2019-20 was 51.8%, almost double the 2011 rate. Our 4-year and 5-year graduation and retention rates were up in most categories (Black, other students of color, first generation, and low income). The Latinx retention rate varies because we have a much smaller number of Latinx students. The first to second year retention rate is 82%, an increase over the average around 77% for most of the last decade. In the future, Ms. Brockmeyer would like to talk about metrics other than retention and graduation rates and look more consistently at other measures of success such as GPA, credits attempted, credits earned, and other markers of progress, as various members of the Senate have noted in conversations.

Mr. Ellis explained the information on the retention and graduation dashboard. The data is for fulltime first time degree-seeking fall cohort (IPEDS GRS) retention and graduation rates.

Ms. Beale thought the data would be more useful if it showed numbers with percentages in the same charts. (The numbers are accessible through the website.) He explained how to interpret the information. The information is by year, STEM and non-STEM, gender, race/ethnicity, and starting college. Asked where students who are undecided are placed, Mr. Ellis said he thought they were put in the College of Liberal Arts and Sciences. Ms. Beale asked if the graduation of CLAS dropped when undecided students transferred to another college. Mr. Ellis said the retention rate is based on retention in the university. We have some data on major switching patterns, but (surprisingly) we do not collect data on graduation rates by college. Members noted it would make sense to try to sort data for the graduation rate of students who transfer between colleges so curriculum committees could identify the hurdles. There have, however,

been efforts to identify gateway courses and assemble groups of faculty and academic staff to identify why the courses are barriers and have a high rate of D, F, and W marks.

Ms. Beale saw it as a question of where the information is tracked to be useful. If a student is admitted as undecided into CLAS, and later transfers to another college and flunks there, we would want to know when they moved, where they moved, and how they were doing in CLAS before transferring. Ms. Beale thought it is relevant to understand the success of students through their entire time at the university. Ms. Brockmeyer said that there is no agreed upon framework for measuring such metrics but one method had to do with 60 credits to graduation. She would like to discuss getting more consistent about having those kinds of metrics.

Ms. Beale asked why the data did not include the GPA and the ACT/SAT scores as has been requested through the CIC and FAC Senate committees to see how those statistics correlate (or not) with success at Wayne State University. Ms. Brockmeyer merely said that her office has not used that data to drive decision-making around student success and does not report that data externally. The data are available but not included in the dashboard program and not used to evaluate student success or effectiveness of university programs.

Mr. Roth noticed that about 38% of undergraduate applications were rejected. He assumed poor scores on the ACT/SAT exams were largely responsible for that rejection rate and asked Ms. Brockmeyer how confident she was that the admissions office would be able to navigate the test-optional process to replicate that rejection rate, or if it could not be replicated, how the office expected to countervail the effect of bringing in people who in the past would have been filtered out by testing.

Ms. Brockmeyer said that Wayne State “accepts students who can benefit from an education and can learn with support.” She suggested there are several alternatives to the tests. Analysis has shown that the high school GPA is more predictive of success in college than they expected because of the heterogeneity of high schools in the area. She is confident, based on a custom analysis already done in other schools, that there will be a point above which we can safely automatically admit everyone. Ms. Brockmeyer indicated she would provide the data that led to that decision. In addition, there is other academic information and “psychosocial factors”. Holistic admission uses academics, attitude, and experiences. Admissions also considers the number of units students complete in high school: the state requires 14; some high schools require 18; and the ideal is 22. Admissions also considers the highest-level math class and English class taken.

Ms. Beale asked whether the high school GPA analysis she mentioned was speculating on future success or looked at the last 3 - 5 years of cohorts by GPA and retention/graduation rate. Ms. Brockmeyer responded that they looked at the relationship between GPA and the likelihood of students being successful at the end of the first year but was unsure whether more than that one year of data had been used. The philosophy is that the amount of support we provide to students and the way we encourage them will be central to their success. To go 6 years out we would have to go back 6 years in high school data and that doesn't seem to be as appropriate. If students get through the first year, we ought to be able to support them to graduation.

Ms. Beale noted that support requires funding, programs and planning: it seems unreasonable to simply assume that we can “support to graduation”. She asked if a similar analysis has been done relating success here to the number of credits students earn in high school and whether they have taken advanced courses in English and mathematics or other courses that indicate

real academic interest. Ms. Brockmeyer noted that her mention of those issues was merely for holistic admissions that look at individual transcripts.

Mr. Villarosa reiterated Ms. Beale's point that it would be helpful to have several years of data across cohorts. Ms. Brockmeyer said they looked at 2019 data and went back several years to see if the pattern held up. Ms. Beale asked again for Ms. Brockmeyer to provide that data to Policy since it had been promised in midsummer when OIR initially conducted the research for Ms. Brockmeyer. Ms. Brockmeyer will provide a description of what they have learned to date.

Ms. Brockmeyer indicated that in considering other attributes that predict success, her office had relied extensively on Sedlacek's research that identified 8 social factors. Currently our application asks for a short essay from the applicant, letters of recommendation, and a list of activities in which the student participated. Those can be "scored with rubrics with respect to psychosexual factors." For students who do not have a GPA above the cut point, other information from the academic record and the transcript can be combined with these psychosocial factors such as ability to delay gratification and ability to undertake independent learning. The body of evidence scores around these factors can be used to provide additional information.

Ms. Beale asked how the students would be tracked. Ms. Brockmeyer said the university would track all applicants with the many kinds of evidence they presented. In the summer of 2022 we would know how successful the class entering in fall 2021 was. They will evaluate the classes year after year to determine the accuracy of predictive success. All of the cuts have not been determined.

Provost Clabo pointed out that we are talking about a test optional admissions policy, not a holistic admissions policy. She explained that the College of Nursing adopted holistic admissions four years ago. They use experiences, attributes, and metrics to assess an applicant and the specific experiences, attributes, and metrics that are most predictive of success. Perhaps most important in developing the process was recognizing which points are predictive of lack of success. They adopted the holistic review process five years ago because they thought they were not getting a sufficiently diverse class. The holistic review did help increase diversity. Clearly, we will have to continuously correct and adjust metrics. Ms. Beale noted that we need to begin intentionally setting up the system now in ways that will identify the hurdles and the variables or it will not work.

Ms. Simon said that the ACT and SAT are scheduling dates for students to take exams. We had assumed testing would not be available. She recommended coding the test-optional students so we can check what actions worked and what did not. Ms. Brockmeyer said that would be done: her office is working with Enrollment Management so the metrics can not only serve admissions decisions but also student support. Because of the disruption of education during the pandemic, there is less certainty about the meaning of the scores. Information from the needs of test-optional students will inform about the support needs of all students. Ms. Beale noted that there seems to be an underlying assumption that the university will be able to provide unlimited support to students that may be less prepared for academic work, whereas that kind of support requires increasing resources to serve the student body we end up admitting. She recalled that Ms. Brockmeyer had said the bridge program cost about \$100,000 to serve about 70 students, for example. Ms. Brockmeyer responded that she thinks every student will need the bridge program next year because of the pandemic.

Mr. Parrish asked about the demographics of the 38% of the applicants who were rejected. Ms. Brockmeyer will provide the information. Ms. Fitzgibbon asked if grade inflation was affecting the ability of more students to graduate. Ms. Brockmeyer said that grades are higher than when student success began tracking graduation rates. Last year's fall class graduates had a 3.1 GPA compared with a 2.7 GPA a decade ago. Last fall only 14.2% ended with a 2.0 compared with 24% in 2011. It is hard to know if that is due to grade inflation or improved learning. Ms. Fitzgibbon thinks the reduction in the students with 2.0 indicates that support programs are working to a degree but we do not know what is working: we merely know that we are graduating more students. Ms. Brockmeyer said that students also are completing more credits. Students last fall passed 13.7 credits on average compared with 12.8 [??] the first semester in 2011. If we had wholesale grade inflation the university would hear from employers that students are not prepared or students would not be able to get into graduate school. Ms. Beale suggested there is grade inflation across-the-board at most universities, so that would not necessarily show in that way.

Ms. Fitzgibbon said that some students in her classes simply do not have the resources to do what they are being asked to do. Ms. Brockmeyer commented that there is a sense that the COVID-19 crisis may be having a more negative effect on students than anticipated.

The grid Mr. Ellis showed had the numbers of students who entered the university compared with the number of those who graduated. The grid for Black students showed that 371 Black students entered the university in fall 2014, 272 in 2016, 462 in 2018, 367 in 2019. Of the 2014 cohort 92 students, about 25% of the entering class, graduated in 6 years. Ms. Beale asked if they looked at samples of GPAs of the group that graduated compared with the GPAs of the group that has not graduated or has dropped out to see if their GPAs were the determinate vs. finances or other factors. Ms. Brockmeyer said that the Inclusive Excellence Action Team went into the transcripts and advising notes and held focus groups. They observed that having a plan of work was essential. They found an interplay between financial concerns and academic outcomes. It was never one or the other but they could document a downward spiral. Students have trouble with finances or they feel unsupported and they stop out to work more. Often the academic failure would follow. At Ms. Beale's request, Ms. Brockmeyer will give the information the Excellence Action Team compiled to the Policy Committee.

Provost Clabo thanked Ms. Brockmeyer and Mr. Ellis for the information. She encouraged Policy Committee members to play with the OIRA dashboard. It has a lot of information that answers many questions.

[Ms. Brockmeyer and Mr. Ellis left the meeting.]

4. Report from the Chair:

- a. Provost Clabo announced that the Department of Homeland Security proposed new regulations to replace the duration of status for the F status and the J status of international students. That is putting a hard stop on their duration of stay. The stop in the proposal is 4 years. Ahmad Ezzeddine, Associate Vice President for Educational Outreach and International Programs, is working with colleagues in other universities in the U.S. to express our deepest displeasure with the proposed regulations and to mount an all-out attempt to stop them from being implemented. Regardless of the outcome of the proposal, it focuses on the need for us to develop strategies for a pool of domestic graduate students.
- b. The Council of Graduate Schools and Educational Testing Services awarded a grant to Wayne State, Success for Underrepresented Students in Graduate Education (SURGE). Among other things, it pairs promising undergraduate students with graduate student

mentors. The undergraduates are encouraged to apply for the Accelerated Graduate Enrollment (AGRADE) program. SURGE could help students who might not otherwise see graduate school as an option. The deadline for applications is October 30.

- c. Following earlier discussions at Policy and with other groups, Provost Clabo and Boris Baltes, Associate Provost for Faculty Affairs and Associate Vice President of Academic Personnel, met with the faculty and staff in the College of Education and consulted with them about a change in leadership in the college. The Provost asked everyone to send her the characteristics they thought were important for an interim dean or to send her nominations for the position. The nominations were overwhelming in favor of Professor Ingrid Guerra-Lopez, who agreed to serve as interim dean. The Provost considers her particularly suited to what the college needs in its immediate future. She is a consensus builder and very attuned to issues of diversity and inclusion and supportive of junior faculty mentoring.
- d. We had our first cluster of students with COVID-19 two weeks ago, but it has been resolved. The Campus Health Center conducted immediate tracing that allowed us to get 24 people into quarantine in the dorms quickly and mitigate the spread of the cluster. Last week our positivity rate was 4.96%. The health center was over-sampling in an area where we thought there was a problem. We will continue to sample in that area as well as across campus. Our positivity rate this week is 2.02%. In the last 7 days the city of Detroit had a positivity rate depending on the source of 1.6% or 1.8%. Our 3-day rolling average of new cases on campus is 1 case per day. Other universities have re-opened when their new case per day dropped to 20 new cases per day. Our 7-day rolling average is .86 new cases per day. The Campus Health Center supplements the city's Public Health Department's contact tracing effort by acting quickly. The CDC defines a cluster as 5 or more cases that are related to each other through a single contact. Our cluster was 8, with 24 other contacts of those people into quarantine in housing and 7 into quarantine at home. The people who were positive were in isolation split between campus residences and home. At the beginning of the pandemic our first strategy when someone who lived on campus and tested positive or developed symptoms was to send them home. In the early summer we revisited that strategy after the local public health department suggested that it was much safer to keep the students in isolation in the campus residence rather than sending them into the community where they might infect other people. At one point last week Housing employees delivered meals to all the students in isolation and in quarantine. Thirty-one people received meals in their room every day. Mr. Villarosa noted that the university has been following the state executive order and guidelines to support the university's decisions to deal with the pandemic.

Policy noted that the state's restrictions are being changed because of recent court decisions and asked whether the university would continue its restrictions. The Provost said the Public Health Committee would continue the restrictions and the university has the right to do so. Members suggested it would be good to inform the campus and the surrounding community of our decision: the area around the university may not be as restrictive as we are. The daily screener, the universal use of masks, and the staff of the Campus Health Center are important. Our cluster of cases was identified based on the screener.

The Public Health Committee has begun drafting a post-Thanksgiving plan because they expect there will be significant travel over Thanksgiving break. We will increase testing for the 10-day period post-Thanksgiving and make a similar plan for the return of students in January. Mr. Beavers suggested that in public statements the university emphasize that the campus screener helped to identify the cluster.

Ms. Fitzgibbon mentioned that we do not know what is happening to the students who are in remote classes and not coming to campus. Provost Clabo said that the university is focusing on mitigating spread on campus. Students who never come to campus are not required to do the screening and are tracked through the health department in their zip code of residence if positive. If a student has been exposed but does not have health insurance to cover a visit to a doctor or to be tested for the virus, they can be tested and receive care at the Campus Health Center even if they are not coming to campus for classes. Once they go to the health center, they are on campus and can be treated and tracing can be done. Some students have said they do not have to tell the tracers with whom they had contact: those students receive a copy of the student code of conduct that states students have to follow the directions of the Campus Health Center in all issues related to COVID-19.

5. Report from the Senate President:

- a. The Graduate Council met September 16. The main topic was concern about low graduate enrollment, especially how to address the problems related to the enrollment of international students.
- b. A more senior member of the WittKieffer search firm was added to the team that is assisting in the search for a provost.
- c. The university will submit the FY2022-2026 Five-Year Capital Outlay Plan to the state. The state told the university they would not fund any projects this year and not to bother submitting a request but they require that we submit an annual report. Ms. Beale is editing the drafted report and asked PC members to submit edits to her. Mr. Beavers said that one problem the report addressed was unusable classroom space. Robert Davenport, the Associate Vice President for Facilities Planning and Management, wanted a nuanced analysis of classroom space. He hired a consultant to rank the rooms so they could write a rationale for limiting the unusable space instead of making broad generalizations. Mr. Beavers would like to see a record of how we need to rethink capital projects given the COVID crisis and our budgetary limitations. Funding to meet the university's needs cannot all come from the general fund and salaries. The administration must look at how the crisis has affected the opportunity to make changes in our capital projects and the speed with which they can be implemented. Mr. Beavers would like a discussion of these issues at the Budget Committee. Ms. Beale said that the Capital Planning and Priorities Committee is meeting. She expects that will be discussed.
- d. Provost Whitfield had a provost-level initiative on interdisciplinary hires. The Curriculum and Instruction and Faculty Affairs Committees explored the experience of the interdisciplinary hiring initiative and the potential downsides and opportunities and the costs. Going forward should the committees explore the question or with a new provost will there be different priorities and no reason to revisit it? Provost Clabo said that academic hires are not feasible until the university has a budget. She has heard that some synergies have developed from the small project groups that led to interdisciplinary proposals and some successes. She is interested in knowing the outcomes of the hires. What metrics should be built around this and how do we assess the effectiveness of this strategy? Has it led to cross-college collaboration? Has it increased our interdisciplinary research? The Provost would like to discuss this with CIC and FAC. The cost of the program will be part of the discussion.
- e. Ms. Beale received messages that some students are video recording the Zoom class sessions and putting excerpts on TikTok. What could be done about this? Ms. Beale thinks most faculty would not want students to post classes on social media. Mr. Roth said that there is no technological way to protect the privacy of students but they are duty bound not to share the recordings beyond the class. Ms. Fitzgibbon suggested that the issue might be discussed in the Academic Restart Committee. Perhaps information should be sent to all

faculty to include a statement in their syllabus because of the issue of privacy. It would be helpful if the statement was reinforced by the Provost and the Dean of Students.

6. Senate Plenary Session: The agenda for the October 7 Senate meeting was reviewed.

7. Reports from Liaisons:

- a. Facilities, Support Services and Technology Committee: Ms. Simon is the Policy Committee liaison to the FSST Committee. The committee set the agenda for the year.
- b. Curriculum and Instruction Committee: Mr. Roth, the liaison to the CIC, reported that Ms. Simon and Mr. Ellis presented their proposal for revising the current Phoenix program. CIC endorsed Phoenix 2.0 as presented.
- c. Anti-bullying Committee: Mr. Roth said that the committee is trying to define bullying, which is incredibly difficult.
- d. Undergraduate Research Opportunities Program Committee: The committee will meet one more time to finalize the request for proposals for the program.
- e. Student Affairs Committee: Ms. Fitzgibbon is the liaison to the SAC. They set their agenda. They also will review the proposed Phoenix 2.0 program and a variety of other student programs this year.
- f. Budget Committee: Mr. Villarosa, the PC liaison, and Mr. Beavers, the Chair of the committee, reported that the administration is revising the budget they had prepared to submit to the Board of Governors in September.

Approved as corrected at the Policy Committee meeting of October 19, 2020

Academic senate – An academic senate or academic council is the part of a bicameral university governance structure responsible for academic decisions. It is paired with a board of governors responsible for administrative and financial decisions – Wikipedia. Academic quarter (year division) – For other uses, see Academic quarter (disambiguation). The Academic Senate was created in 1995 through the adoption of the Charter of Academic Governance, and replaced its predecessor organization, the Faculty Council. Senate seats are apportioned to the Colleges and Educational Development Faculty based on the number of the faculty in that unit. There are currently 44 senators, and of those 44 senators, 36 senators are elected for three-year terms. Academic Senate. Quite the same Wikipedia. Just better. An academic senate is a governing body in some universities and colleges, and is typically the supreme academic authority for the institution.[1]. YouTube Encyclopedic. 1/3. The Academic Senate is one of the distinctive organizational elements of the University of California – a feature that distinguishes it from other major research universities. The University of California’s 1868 charter called for the establishment of an “academic senate” consisting of all faculty and deans, presided over by the president. The Senate, stated the 1868 Organic Act, was “created for the purpose of conducting the general administration of the University.”