



Student Affairs Committee

April 30, 2021

Minutes

The meeting was called to order by Governor Stancato at 11:20 a.m. It was held in virtual format and livestreamed at wayne.edu. Secretary Miller called the roll. A quorum was present.

Committee Members Present: Governors Busuito, Gaffney, Kelly, Land, and Stancato; Naida Simon, Faculty Representative; Jane Fitzgibbon, Faculty Alternate Representative; Riya Chhabra, Student Representative and Danishi Bedi, Student Alternate Representative

Also Present: Governors Barnhill, Kumar, and Thompson; President Wilson; Provost Clabo; Vice Presidents Burns, Cooke, Lanier, Lindsey, Lessem, Schweitzer, Staebler, and Wright; and Secretary Miller

APPROVAL OF MINUTES, SEPTEMBER 25, 2020

ACTION: Upon motion made by Governor Kelly and supported by Governor Gaffney, the minutes of the September 25, 2020 meeting of the Student Affairs Committee were approved as submitted. The motion carried.

UPDATE ON STUDENT SUCCESS

Provost Clabo introduced Associate Provost Brockmeyer, Senior Associate Provost for Student Success, for the presentation. Ms. Brockmeyer advised that the report is an update of student experiences during the pandemic, highlights activities and campus collaborations since then and reviews student outcomes with respect to graduation and retention rates.

A 2020 campus survey of undergraduate students by faculty members in the departments of Economics and Sociology found a serious impact of the COVID crisis on these students and their well-being. Campus holistic driven responses were developed to address this impact and included mental health days and calling campaigns. During the calling campaigns, about a thousand students, predominantly first year students, were reached in each semester. Attention and support were also given in other areas impacting student lives, with special attention on wellness, conditions of learning and stress management. Human connection is essential to student learning and success and programs designed

with this in mind include the First Year Study Skills course, the Warrior Vision and Impact program, Learning Communities, Undergraduate Research opportunities and others. Peer mentors fill an important role helping students in the virtual classrooms feel more connected to each other and their professors. Of the 275 students in learning communities, 86% claimed that it was easy to get academic support at Wayne State during the crisis.

The Warrior Way Back program and the veteran student population show growth. A new grant will support an additional 120 veteran students and will allow a deeper partnership between the Office of Military Veterans Academic Excellence and the federal TRIO veterans program which supports college readiness. Partnerships across the campus collected and used data to identify student distress or need. Collaborations and technology help with rapid intervention, proactive and focused and helped show how students were engaging. Data signals advised that first year students were registering for the winter semester at a rate 20% lower than previous years. Targeted outreach to these students found they did not realize it was time to register and through technology, including nudges, chats and advisors across the campus reaching out, that rate was narrowed to less than 2% within weeks.

Ms. Brockmeyer next turned to graduation and retention rates. She explained that graduation and retention rates data are for first-time full-time students. The data does not include transfer students, and at Wayne, about half of our undergraduate students start as transfer students and represent part of the student success mission. The report presented included the 6-year, 5-year and 4-year graduation rates, as well as 2nd, 3rd, and 4th year retention rates from the beginning of the student success initiative in 2011 to fall of 2020. The next retention and graduation rate data will be received in fall in 2021.

The 6-year graduation rate is at 52%, up 4 percentage points from last year and has surpassed the strategic plan goal of 50%. The 5-year graduation rate increased by 4% and the 4-year graduation rate is up 5%. Increases in the 4 and 5-year graduation rate suggest that next year, the university will see growth in the 5 and 6-year graduation rates. Retention in year 2 and 3 has continued to grow while retention into year 4 is flat over the previous year. Ms. Brockmeyer noted that even with a 50% graduation rate, the university's goal will not have been achieved until every student fully participates in the benefits of improvements over the last decade. The approach to the next strategic plan will focus on making sure that all the groups who may have graduation rates less than 50%, including Black, Latino, 1st generation, and low-income students, have a better chance at success and there is more work to be done.

Graduation and retention rates for black students between 2011 and 2020 indicate a 6-year graduation rate uptick by 1%, while the 5-year graduation rate is up by 9%. The 4-year graduation rate is up 3% and the 2nd and 3rd year retention rates have a similar pattern. Similar patterns of improvement can be seen in other cohort groups, including Latino, Asian students, White students, and First Gen students in 6th year, 5th year and 4th year graduation rates. Retention rates for these students also showed growth. Fall to winter retention for the entire 2020 class showed the impact of the pandemic with a

pullback in retention into winter from fall after just one semester. Registration for next fall for this group is comparable to last year.

Associate Provost Brockmeyer used charts and graphs to provide a visual and more detailed picture of the data under discussion. The charts showed that retention into the 2nd year improved and retention into the 3rd year indicated a mixed pattern of growth and pullback into the 4th year. Retention rates into the winter semester indicated a larger pullback in Black female 1st year students and a survey data found a disproportionate impact of COVID in terms of family demands and responsibilities in this group. Improvements were noted in the 2nd year, uneven into the 3rd year, and a decline into the 4th year. Continued growth and improvement in the 5th and 6th year graduation rate is expected however, the 4th year graduation rate next year, particularly for students of color, is uncertain and will be watched very closely.

Ms. Simon asked if the black male and female metrics can be broken out for APEX students over the last 4 years, and then by gender, and whether the same information is available for students in the Warrior VIP program. Ms. Brockmeyer advised that those data could be made available at a later date. Governor Thompson asked if the data indicated any additional long-term programming for students of color. Ms. Brockmeyer advised that she sees more a deepening and expanding of the campus efforts around student success for these students. There has been an uptick over the last 5 years in 4-year graduation rates for Black transfer students and they graduate at a higher rate after 4 years than the 6-year graduation rate overall. They are partnering with Associate Vice President Ahmad Ezzeddine, who heads up the transfer student initiatives for the University, on an equity transfer initiative to evaluate every aspect of the transfer pathways. The rapid response, the data signal monitoring, and the campus collaborations in responding to that will be very much attuned to identifying surfacing needs for Black students and other students not graduating at that 50% goal.

The Student Senate is partnering in a 4-year planning initiative to provide documented 4-year degree plans for all academic programs for all students, identifying the barriers that are making it harder for students of color to graduate. The Office of Teaching and Learning has partnered with Chief Diversity Office and OMSE and student success on teaching in a diverse classroom and other ways of supporting students of color. The campus has been partnering with the APLU on a Faculty Mindset project that provides material around syllabus review, the first day in the classroom and preparing and helping faculty with tools to launch the 1st day of the 1st class in a way that is good for all students. Associate Provost Brockmeyer concluded her report.

UPDATE ON LAND ACKNOWLEDGEMENT RESOLUTION

Provost Clabo introduced Kamali Clora, a member of the Student Senate, to present a brief update on the Land Acknowledgement Resolution raised earlier this year. Kamali worked with the administration and other members of the Student Senate to make some minor changes in the draft resolution to make it a little easier to be implemented across campus.

Mr. Clora began with a brief explanation of land acknowledgements. They are a formal statement often given orally at organized events or celebrations to recognize and affirm ongoing indigenous presence and to counter the colonial legacies of violence on lands. He added that updates have been made to the resolution that give some background on the inception of this work.

Mr. Clora advised that the statement, which was provided to members of the committee, will give freedom for students, faculty, and staff to read the acknowledgement in whatever capacity they feel they need to at whatever events they are hosting. They have also included correct pronunciations of some of the terms for the tribes and a call for the University to include the acknowledgement in the Commencement program, and to be read to open Convocation, and the Spirit of Community Awards. Another section of the resolution indicates that acknowledgement of Indigenous Peoples' Day will bring awareness to the campus community and show how much they are valued in Wayne State University community.

Governor Busuito disagreed with one of the issues raised, regarding the "Mad Anthony" nickname for Anthony Wayne. He does not believe that Anthony Wayne got that name because of violent injustices toward tribal nations, but instead got the name instead for heroic activities in the Revolutionary War. He encouraged consultation with the Department of History regarding this issue. .

Mr. Clora advised that research was undertaken in consultation with tribal elders, members of the Indigenous community, and Dr. Sandra Gonzalez of the College of Education, along with a number of her colleagues from various history departments and others from that committee. Outreach also included Native American student organizations and all of that input was considered in the development of the resolution. They also consulted with the Academic Senate, the Office of Multicultural Student Engagement, and Provost Clabo. Mr. Clora added that history is often about the narrative, and that it is important to evaluate how to look at history and how it is told. He advised that this acknowledgement shows that respect for recognizing that the ancestral, traditional, and contemporary story of the land is a responsibility of the University. Governor Busuito advised against taking action based on incorrect rewriting of history and looked forward to hearing back on the results of that discussion. Governor Kumar agreed with Governor Busuito and noted that history should be about facts as far as they are known.

UPDATE FROM THE STUDENT SENATE

Ms. Riya Chhabra, President of the Student Senate, provided an update on several initiatives of the Student Senate for the current year. The first initiative was on a voter engagement platform that allows students to complete activities that prepare them to vote; there were 240 users of the platform. The platform is one of the reasons the University won the Voter Friendly Campus Award this year. Recognition of Juneteenth and Indigenous People's Day were two projects under the Senate's Social Justice initiatives. Currently there are university committees with Senate representation that are meeting and support these initiatives. The main goal of these initiatives is to celebrate the diverse student, staff, and faculty.

Other Student Success initiatives include the Campus-Wide Black Council (CBC), a project they have been working on for about 2 years. It is a coalition of Black student organizations with the goal of providing safe and supportive spaces for Black students at the University. Next, the Senate had a number of student resource giveaways this year. One of the notable ones is the distribution of blue-light blocking glasses, which were distributed through Motivate and all of the libraries across campus. To date around 200 to 300 have been given away. A partnership with the Office of the Provost made noise canceling headphones available, with 300 distributed on Mental Health Day and plans to distribute 1000 more next year as mental health days continue in fall and winter. Another initiative includes a free cap and gown rental program. Seventy bachelor level cap and gown sets have been purchased and efforts are in place to increase that number to 100. The initiative also encourages graduates to donate their regalia. This is a program in place in cooperation with the Warrior Wardrobe.

The Crisis Information Matrix initiative, to be launched in the next week, is a partnership between the Senate, C&IT and the CLAS Faculty Council to develop a voluntary based archive of course materials. It is an opt-in model so faculty can upload course materials like syllabi, course descriptions, and course summaries and provide students with more information during registration so that they can get a better understanding of the course. All of these materials uploaded are from past semesters and do not require faculty to create any new materials. The Student Health and Wellness Initiative includes a water bottle refill program, in partnership with Facilities, to install 2 new water bottle refill stations, one on the 2nd floor of the UGL, one on the 3rd floor of the same facility, and at least one more to be identified. The goal of the program is to provide a safer public health alternative to the normal drinking fountains. The Menstrual Product Pilot program, which provides free organic menstrual products for students, will launch this coming fall, with installation of dispensers in bathrooms in 6 locations across campus. The Mental Health First Aid initiative has 3 parts and was developed in collaboration with CAPS and the Office of the Provost to provide students with the resources they need in this area. This initiative educates and includes an online 30-minute module about mental health and self-care resources available to all students. There will be follow-up to that module in the First Year Seminar course that explores those topics more in depth. And the students will take a mental health elective course currently being developed with the College of Education. An alternative to taking the course is an 8-hour training program. In addition, the OneCard office will add mental health resources contact information to the back of OneCards. An additional counselor will be added to CAPS, and a triage system with a healthcare professional in the Campus Health Center will centralize all of the sources and match students to the best mental health resources for them around campus. Ms. Chhabra thanked Dean Strauss, President Wilson, and Provost Clabo for their support with these initiatives.

President Wilson thanked Ms. Chhabra and the Student Senate for the presentation and all the work done this year. Provost Clabo added that both Ms. Chhabra and Mr. Clora are graduating this year and are leaving the University a better place because of their leadership. Governors Stancato, Kelly and Thompson offered their congratulations and thanks.

ADJOURNMENT

The meeting was adjourned at 12:07 p.m.

Respectfully submitted,

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

Julie H. Miller,
Secretary to the Board of Governors