



Student Affairs Committee

January 28, 2022

Minutes

The meeting, which was held via video conference, was called to order at 9:30 a.m. by Governor Stancato. Secretary Miller called the roll. A quorum was present.

Committee Members Present: Governors Busuito, Gaffney, Kelly, Land, and Stancato; Naida Simon, Faculty Representative; Brad Roth, Faculty Alternate Representative; Danishi Bedi, Student Representative and Veronika Gawrys, Student Alternate Representative

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

APPROVAL OF MINUTES, OCTOBER 1, 2021

ACTION: Upon motion made by Governor Kelly and supported by Governor Land, the minutes of the October 1, 2021 meeting of the Student Affairs Committee were approved as submitted. The motion carried.

PRESENTATION: OFFICE OF MULTICULTURAL STUDENT ENGAGEMENT

Provost Kornbluh introduced the presentation, and advised that the Provost's office has had a number of meetings to discuss ways to better support the diverse student body, and are trying to devise a structure and a strategy to do so. AP Chamblee thanked the Provost for the opportunity to share some of the work that has been done and to outline some of the plans for the evolution of the Office of Multicultural Student Engagement.

Diversity and DEI themes are a part of the University's mission, vision and values and are strategic focus areas of both the past strategic plan and the current strategic plan. Supporting a diverse student body through programming, curricula and pro-curricula experiences and academic social support is key to these efforts.

Strategy includes providing spaces for students from diverse backgrounds to participate in events and programming that encourage connections to their own and to various other cultures through programming and educational activities. That process will also include enhancing intercultural understanding and communication. The work done in student success and multicultural student engagement was designed to create a welcoming and inclusive community to deepen the students' sense of connection and belonging to the institution, which also aids in retention. The goal is also to connect faculty to students in meaningful ways both inside and outside of the classroom. Plans for the evolution of the

Office of Multicultural Student Engagement, OMSE, will focus on multicultural student success from pre-college through career development as part of the vision and mission.

OMSE was created in November of 2015 and moved from a small suite in the Purdy Kresge Library, to a newly renovated Student Center suite of offices in August of 2016. OMSE has grown to become a go-to place for students as well as a key source of educational programming for the campus community, a testament to the work of the staff. VP Chamblee lauded staff members Stephanie Hawkes, Joseph Bradfield, Kristin Johnston and Candis Harris, who work very hard every day to create spaces for students to feel connected to the University.

Primary core areas of focus also include cultural and identity-based programming. The Heritage months include African American history month celebrations, the Hispanic heritage month, and Pride Week, which provide opportunities for people to learn more about various cultures and engage in connection.

These programs are offered across the University for students and the community. The workshops and training agendas include items around DE&I related themes to help students explore identities, microaggressions, implicit bias and a number of other areas to continue to work on enhancing cultural awareness and cultural confidence.

There are 2 retention-focused learning communities that OMSE hosts, including RISE, which is for self-identified women of color, and The Network, for self-identified African American men. These communities create and support a sense of belonging for students.

OMSE contributes to student success in various retention initiatives by supporting committees and serving other important functions. The office reports to the Associate Provost for Diversity and Inclusion and Chief Diversity Officer and is staffed by 4 and a half FTEs. Expanding reach of the office has made the number of staff insufficient as student needs continue to grow. There is a proposal to make OMSE an umbrella organization that would oversee initiatives to support students from diverse backgrounds and identities.

There are a variety of connections that support student constituencies, including Black Student Engagement, LGBT Student Engagement, Latin Student Engagement and Student Global Engagement, and each of these has an academic home that is important in supporting engagement between students and faculty and creating a deep sense of collaboration to support students.

OMSE will serve a coordinated function to address the needs of various student populations and to connect to various academic units. The Black Student Engagement initiative will include components that are modeled after the Center for Latina/Latino Latin American Studies in terms of pre-college programming and strong support when students are enrolling and admitted. A commitment was made to Black students last summer to develop these programs and to develop some significant focus on Black student engagement and retention. The idea is to hire a director that will focus on Black student engagement as well as LGBT student engagement.

There is training in multicultural spaces, including at OMSE located on the 7th floor of the Student Center Building. The Center for Latino/Latina and Latin American Studies will move to the 7th floor. This will allow for a greater sense of engagement between Black students, LGBT students. The Black Student Engagement office will also be on the 7th floor in the Student Center Building.

OSME will meet regularly with other important offices on campus that engage in student enrollment through Admissions and Financial Aid, through Student Success and University Advising and Career Services, Housing and Residential Life and Student Disability Services. This marks an opportunity to bring all of these directors and units together, creating a greater sense of cohesion. This also allows for a DEI and multicultural link in the work that happens in Admissions and other areas that serve students and those units will benefit from engagement with OMSE.

Student engagement with faculty is important to help them truly develop a sense of connection to the institution. OMSE will have a faculty advisory group to shape some of the initiatives and programming, and enhance those connections. Each unit that is connected to an academic home provides an opportunity for students to engage with the faculty in those units. Faculty mentoring and engagement with students across disciplines will be important in supporting student success in the classroom and create opportunities for undergraduate research and other professional engagements.

VP Ezzeddine noted that African American students expressed interest in more engagement, and this is a direct response, with faculty heavily engaging in the work. An advisory board from the faculty for each of the programs will have a faculty member or multiple faculty involved to support the programming and assist in identifying what the programming will be. An example includes Global Engagement, where someone will be working on supplying and setting up the program for the center that will complement the work of the other centers. The idea will have a foundation that is common and complementary between the various centers, where each group will have unique agendas for their specific audiences. The goal is to have everybody together, sharing and learning about each other.

Governor Stancato noted that it is important, as often as possible, to let students and faculty know that they are heard, and that changes are being made. Governor Kelly thanked Dr. Chamblee for the presentation. She asked her to confirm that there are 4 and half full-time equated staff in OMSE. VP Chamblee agreed. Governor Kelly asked if a director will be added. VP Chamblee advised that 2 directors and a director for Student Global Engagement are being considered. VP Ezzeddine clarified that the Global Engagement director is already on staff and will be reassigned, and to clarify the answer to Governor Kelly's question, indicated that there will be 6 and a half staff following these additions. Governor Kelly asked if that will satisfy student needs. Provost Kornbluh advised that the reshuffling of the staff will better serve the students and VP Ezzeddine advised that more of the staff and advisors will be cross-trained and exposed to this work. Provost Kornbluh noted that faculty members care and identify with their students and the faculty advising board with faculty fellows will never show up as FTEs in OMSE but will greatly magnify the

impact of each of these centers on OMSE. VP Chamblee noted that the collaboration that happens across units is an important piece that allows engagement and supports students.

Governor Kelly asked what factors are used to determine that the need is adequately satisfied. Provost Kornbluh responded that there was dialogue with students and noted that he and the President meet with the Student Senate on an ongoing basis and received a lot of feedback regarding student services and mental health services. He noted that there would be future discussion about expansion of services on the health side for students. Governor Kelly advised that it is helpful for the board to understand staff inadequacies so that actions can be taken to help find more staff or more budget.

President Wilson noted there is a balancing act to do the most possible with the resources available, and spreading those resources out over a lot of different areas. He advised that the reorganizing would be efficient and would optimize any available resources. There will be continued feedback and more resources will be added if needed.

Governor Thompson asked if some of the work would include infusing more diversity equity and inclusion into curricular issues. VP Chamblee advised that while OMSE was involved in curricular development, the curricula itself is more focused through the faculty in terms of determining what content needs to happen. OMSE's primary focus is more on programming and more co-curricular than curricula. The faculty engagement from department of African American Studies and other units will help with that.

Governor Thompson asked, in terms of the strategic plan, whether OMSE will be involved in increasing diversity in the faculty and in cluster hires. Provost Kornbluh advised that OSME would not be involved in the faculty side. OMSE is focused on the student side. He noted that Ms. Chamblee's role as Vice President and as Associate Provost crosses to that side. She will work with the Provost on the cluster hires, and in training and workshops across campus and her role is much larger than OMSE.

A new program just launched, called Pathway to Faculty, will aim at hiring historically disadvantaged, and will add 5 to 6 new faculty members each year. It is designed to protect hires in their first years, so these individuals will be post-doctoral fellows or visiting assistant professors, depending on the discipline and then move to tenure track.

In addition, the President has set aside strategic planning funds for a major cluster hire and there are 2 grant proposals out that will help fund. There are conversations with colleges about a cluster hire that will focus on building a more inclusive curriculum, on its research agenda, and on engagement with the community. The academic leadership is aware and is already receiving targeted requests to begin to hire that have been authorized in advance of a public announcement.

In response to a question from Governor Thompson, Provost Kornbluh confirmed that this program is under his auspices, and he is working with the deans to create buy-in and to understand departmental needs. For this Pathway to Faculty program, the departments had to put together a DEI plan for their department and the strategy to support the individuals hired.

Governor Gaffney noted that these are very good changes with a lot of flexibility. He added that when he taught this fall as an adjunct professor, he had to inform someone about student attendance and student grades. The idea was an early warning system for when a student was not doing well in a class. He asked the Provost how that information is used, and what intervention looked like. Ms. Simon advised that this is an early academic assessment or mid-term grades, which began in 2005. This past fall, there was a 98% participation rate by faculty who had to complete these reports. The student gets an email from the instructor informing them of their status and the advisors in the departments check regularly and reach out to the students. There were over 12,000 EAA grades of C- or below and these are the students that get the warning. Fifty-two% of the students received a C or better on their finals. Provost Kornbluh noted this was a student success effort and caseworkers would be added for the most at-risk students.

He advised that this program could catch a student who is missing all their classes and who might be having a more serious problem. If that student is referred to mental health services, that information would be confidential and could not be followed from a student support side. Higher education caseworkers will be able to keep following up on the students who are most at risk.

WINTER ENROLLMENT UPDATE

VP Ezzeddine highlighted January 13th data from the National Student Clearing House, about enrollments across the country over the last 3 years showing trends attributed to the pandemic, the economy and the changes that are happening demographically and economically.

Fall enrollment trends at the state level from public institutions showed a 5% drop overall. Fifteen public universities, except for University of Michigan and Michigan State University, saw some decline. The University of Michigan Ann Arbor and MSU were able to dig deeper into their pool of applicants and compensate for some of their losses on the international side.

Wayne State University saw a 5% drop, and this winter the trend will continue. The University was doing better than some of the other institutions in Michigan who were seeing 6% and 7% drops. This 5% drop for the University, compared to last winter, came to about 4% in credit hours. Fifty to 54% of this decline was in the Graduate School at the master's level. A deeper dive showed 75% to 79% of that decline was in the part-time students. A look across the schools and colleges showed the biggest declines were in 3 colleges, Business, Education, and Social Work at the graduate level. Forty-two percent of the decline in graduate master's enrollment was in the Business school. These numbers required a further look at the enrollment and the offering of in person versus face-to-face classes, and modality will continue to be studied and investigated.

Close to 500 new transfer students enrolled for the term and transfers will continue to have investment and focus because of growth opportunities. While efforts remained focused on spring/summer, the staff are actively engaged and will continue to review and analyze the

data in preparation for the fall. Applications and admissions are up compared to this time last year and there will be continued investment to make sure that that trend continues.

Governor Stancato asked about the 60% decline in the College of Business and whether it compares to the other colleges in the state that saw declines. VP Ezzeddine advised that it is inconsistent. Among the issues is modality and whether students want online versus in-person classes, particularly since part-time students were not re-enrolling. These factors will be studied carefully in the next few months in preparation for fall. Provost Kornbluh advised that there will be aggressive movement on the graduate side, with future discussions regarding the status of masters and certificate programs as well as working with corporations and VP Ezzeddine is close to issuing an RFP on that. On the undergraduate side, there are more new students this winter than last and newer transfer students. Continuing students declined because the freshman numbers were smaller in the fall. Governor Kelly asked if the international student enrollments were down. VP Ezzeddine advised that they were up this term compared to last winter and winter 2020.

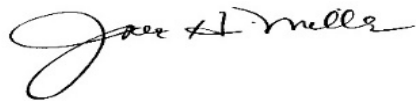
Governor Kelly asked if in a future meeting, the board could hear about what non-academic services are offered to international students. VP Ezzeddine advised that services will be expanded over the additional support currently provided and there is a team dedicated to supporting students. International students have gone to the OIS, Office of International Students and Scholars which focuses on their immigration issues. There is an office that focuses on everything else for them and it will be integrated broader services to address their unique issues including with finances, emergency loans and scholarships. Governor Kelly asked if there is available FTE for that. VP Ezzeddine advised that there are 2 people in the Office of International Programs. The goal is to train some of the other staff in other units to be able to support these students. Governor Thompson asked if the majors that lost students were majors that had already been declining in popularity or whether it was just a result of the pandemic. She noted that the previous Provost was looking at all the majors and was trying to streamline them. VP Ezzeddine advised that the MBA program is cyclical and there are some enrollments trends that are increasing. They are also looking close at the Master of Social Work. Impact could be from cost issues and/or a pandemic issue, with decisions based on the cost of attending versus salaries received by social workers, which is not as high as some of the other occupations. Some issues were pandemic related and also included modality, where some students preferred hybrid delivery. There are also financial issues. There will be work with the leadership of the schools and colleges to address some of those issues.

Governor Stancato asked if this follows in line with how the world of work is trending, with work from home and hybrid deliveries. Governor Land advised that she is on a state-wide committee looking at mental health and changes in mental health legislatively. She noted that social work is an important issue. There are not enough social workers. Her state-wide group is looking at shortening the program from four years, but it will take legislation and funding to make changes, and she extended an offer for their help. Provost Kornbluh advised that he was working with the Dean of Social Work on some strategies. Governor Stancato thanked VP Ezzeddine and VP Chamblee for their presentations.

ADJOURNMENT

The meeting was adjourned at 10:18 a.m.

Respectfully submitted,



Julie H. Miller
Secretary to the Board of Governors

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