



Student Affairs Committee

December 2, 2022

Minutes

The meeting was called to order at 11:11 a.m. by Governor Kelly in the Student Center Ballroom. Secretary Miller called the roll. A quorum was present.

Committee Members Present: Governors Busuito, Gaffney, Kelly, and Land; Brad Roth, Faculty Alternate Representative; Linda Beale, 2nd Faculty Alternate Representative; Danishi Bedi, Student Representative and Kaitlyn Kipp, Student Alternate Representative

Also Present: Governors Barnhill, Kumar, and Thompson; President Wilson; Provost Kornbluh; Vice Presidents Burns, Ezzeddine, Poterala, Massaron, Schweitzer, Staebler, Stemmler and Wright; and Secretary Miller

Absent: Governor Stancato, Naida Simon, Faculty Representative

APPROVAL OF MINUTES, APRIL 29, 2022

ACTION: Upon motion made by Professor Roth and supported by Governor Busuito, the minutes of the April 29, 2022 meeting of the Student Affairs Committee were approved as submitted. The motion carried.

PRESENTATION: REPORT ON FIRST-YEAR PROGRAMS

FIRST YEAR INTEREST GROUPS (FIGS)

Provost Kornbluh advised that the focus for this morning's presentation was to provide an overview of two relatively new first year initiatives, the First-year Interest Groups, (FIGS) and the First Year Residential Experience, (FYRE). He advised that one of the keys to student success rests on what the University does with and for its new students. The most likely predictors of graduation rest in the beginning of the first semester. The investment the university made in introducing advising several years ago improved the University position for successful first to second year retention improvements. He added that there are opportunities for further successes, and for improvement in programs the university has in place.

Provost Kornbluh then called on Darin Ellis, Associate Provost and Kelly Dormer, Associate Director of the Office of Academic Programs and Institutional Effectiveness, to present on some of those improvements, beginning with the First-year Interest Groups, (FIGS). This initiative is geared toward freshman entry groups. Associate Provost Ellis advised that the team he put together; they looked at best practices and decided on these

initiatives. Ms. Kelly Dormer, Associate Director for Strategic Academic Initiatives, is in his group and she was charged to lead this effort.

Ms. Dormer advised that the goal of FIGS is to increase first year student engagement and retention. The first semester specifically is critical to setting a strong foundation for student success, persistence towards degree completion and establishment of a connection to the university.

The FIGS initiative offers students the opportunity to take a block of courses centered around an academic interest, with peers who share that interest, in a small cohort experience. This will support their transition to college by establishing early relationships with their faculty, advisors, and classmates. Building the FIG blocks involved advisors in various departments who were asked to advise on an ideal first year semester and schedule. Courses were then selected that would satisfy general education requirements and create a strong foundation for an academic path. Using block scheduling and reserve seating in Banner, the Registrar's office builds out these groups. The student can then register with a simple two clicks. It is more simplified than having to add each individual class and this new process received positive feedback from advisors and students at orientation. Students must opt into the full FIG schedule so that they get the full benefits of that cohort and community. Most FIGS are part time, which allows students the opportunity to add in electives that support their individual interests, and round out a full-time schedule.

For fall 2022, 405 students enrolled in a FIG, just above 15% of FTIAC's and 95% of those students were registered at full time. Of those students, 42.5% were enrolled at 15 credits and above, setting them on a good path to hit 30 credits a year, the benchmark to progress towards a four-year degree graduation time frame. Ms. Dormer then provided highlights of 20 FIGS participating this year and noted that the School of Business had four FIGS, which was over 100 students. Almost one third of their FTIAC's opted in. Interventions and outreach around student academic progress included examining midterm grades, conducting outreach to students with a C minus or below and offering access to resources.

Ongoing conversations with the students identified trends in specific FIGs where multiple students were struggling in the same class. Engagement with the faculty to gauge their perceptions of those interactions allowed for targeted interventions. There was collaboration with the tutoring program and the Academic Success Center to do FIG specific study groups in those courses where students were having difficulties.

Winter registration saw outreach to ensure that FIG students were enrolling for the winter term. Outreach included an Eat and Enroll initiative, where students come for lunch in the cafeteria, socialize, and talk about classes for next semester.

Regarding assessment and student feedback, 2 surveys were conducted in the first month and around the midterm period, with 100 students responding. Another survey will be conducted at the end of the semester. Approximately 70% of the students who responded interacted with their FIG classmates outside of class, with social activity, non-

university organized study sessions or social media. This meets the goal of helping students bond with one another. Ms. Dormer gave, as an example, a fine arts student who started a group chat and shared their artwork, and they were going to meet up for coffee together. Approximately 81% attended or wanted to attend campus events and activities, indicating a desire to engage and be part of the community.

Engagement for faculty is an important part of this program. Feedback from a professor in English within the pre nursing FIG indicated that students in the first month had already gelled into a community and advised that they were more comfortable than usual in sharing with each other and being supportive of one another.

Having these cohort groups together enhanced the classroom experience from all perspectives. The call for proposals for fall 2023 is already underway. One on one conversations with faculty are being held with the hope to move towards having the FIGS be faculty led. There are 16 new departments that expressed an interest in creating FIGS. All current FIGs expressed an intention in continuing. Interdisciplinary FIGs are being encouraged alongside FIGS focused on majors. The goal is to have all FIGs available at the start of registration in March, so that work can be coordinated with marketing, admissions and orientation to make sure that students have a lot of time to review their available options and promote students opting into the FIG prior to orientation. This will allow them to spend their time during orientation to focus on their placement based courses and their chosen electives.

The program was initially created in about 6 weeks, and Ms. Dormer thanked the advisors on campus who stepped up to assist in marketing, recruiting and outreach. She thanked the Registrar's office, who built the program functionally and noted that there was support from university assessment on how to evaluate the program. There is a working group Advisory Board that has representation from all of the units on campus, and she expressed her thanks to academic student affairs and global engagement and specifically, the learning communities program, orientation and student success for their assistance.

Governor Thompson thanked Ms. Dormer for the presentation. She asked how the 20 subject areas were chosen and whether any were missing. Ms. Dormer advised that programs with high freshman enrollment were contacted to see if and how they were willing to be involved. Some wanted to be involved but did not have the capacity at the time. There was effort to have representation from each of the undergraduate schools and colleges. Part of the early deadline for proposals will look at the landscape and then do outreach to make sure there is broad representation of programs for next year. Expansion is anticipated.

Governor Busuito asked about the pre-engineering, pre-med and pre nursing and whether those are students interested in going into these areas but ones who are not yet in the programs. Ms. Dormer advised that some were major specific, but FIGs' goal is to offer the opportunity for more exploration. If a student is not sure about what they want to major in, but, for example, engineering is of interest, then they can opt into that. She advised that next year will offer a more interdisciplinary and thematic opportunity for exploration.

Governor Kelly asked if common characteristics were identified in the students who signed up. Ms. Dormer advised that she could provide data on demographics but there were interested students from many facets, including honor students, students from bridge programs, and students who were conditionally admitted. The goal is to offer the opportunity for every student to opt into a FIG and base entry on interest and not ability or performance.

Provost Kornbluh advised that the old-style way to register freshmen was that students showed up on campus and chose from a long list of classes. The FIG goal is to offer a menu of different choices of classes that might be connected and that will give each student an interest group, cohort experience. The Provost added that the students and the faculty engaged are excited about this, and he thanked Ms. Dormer and all others who worked hard on this effort.

FIRST YEAR RESIDENTIAL EXPERIENCE (FYRE)

Next, Provost Kornbluh discussed the investment the University made in Chatsworth Suites, an amazing facility for first year students. He introduced Nikki Dunham, the new Senior Director of Residence Life and Housing, to talk about the program and praised her and her team for their excellent work.

Ms. Dunham advised that the department is focused on student development. A small group of her staff attended the national First Year Experience conference in early 2020 and following that conference, they created connections across units to make sure they could build a residential experience for students that would be focused on their success in their first year.

A task force from across the university was developed, and includes those with expertise in first year student development. Units represented include Housing and Residential life, the Study Skills Academy, first year seminar class, the Dean of Students Office, and the Trio and Upward Bound programs. This intentional collaboration transformed the first year residential experience, or FYRE, to become foundational work done to recruit and promote the holistic success of first year students. The engagement model for FYRE follows best practices outlined in the first six weeks model. It parallels learning happening in the first-year seminar class and Wayne experience courses. The focus is on removing barriers that might exist for access and instill a sense of belonging for new Warriors.

FYRE was implemented in the fall of 2021, in the Chatsworth Suites. The building had been renovated and includes functional community space, a seminar room, a private conference room and beautiful collegiate gathering spaces, and fit this concept well. That fall, the program was about 1/3 occupied, because there was lower occupancy across campus. That presented challenges in that residential building because students across campus were struggling due to the ongoing pandemic and there were lower numbers of students continually engaging in the programs offered. Foundational work was done to make improvements for the fall of 2022. Ms. Dunham shared a number of images of the

FYRE class that currently live in Chatsworth, and photos of the first day of move in activities including the first day of resident orientation.

Success in recruiting additional students to this residential program came from partnering with new student orientation last summer to offer overnight experiences in Chatsworth. Students participating in the overnight experiences participated in programming around Warrior Pride in conjunction with athletics, and they were given a taste of living in Detroit as well. The successful result of that additional recruitment effort was that this year FYRE was over 90% occupied, with continual engagement from residents.

Over the past few months, Ms. Dunham and her team have worked closely in collaboration with the Office of Student Financial Aid to identify and remove barriers to access for those students who may have been under resourced. Some scholarship opportunities were provided to meet the cost differential between the lowest cost housing options on campus and what it would cost to live in Chatsworth Suites, and that added to the successful recruitment for FYRE.

Some residents were quoted as saying that they loved that everyone was in the same boat and experiencing the same things while transitioning to college. She noted that residents felt a sense of camaraderie and belonging while living in Chatsworth. Residents were able to find their identity, eating together and living in FYRE, both individually and within their community, which was important for their ongoing success.

FYRE has a wide base of campus partners, including the Study Skills Academy, peer assisted learning libraries, Career Services, the Campus Activities Team, the Office of Multicultural Student Engagement, Counseling and Psychological Services, and the Honors program, among others. The traditional resident orientation, which takes place immediately after students move in, was planned to deepen support for first year students. FYRE students learn certain techniques to balance academics and their social life, complete roommate agreements, important to successfully living with others, and build community with both social and educational programming designed to build affinity to campus.

Ms. Dunham provided an overview of the Chatsworth staff and how they interact with the FYRE students, including the director, the resident advisors and others, who all help build program success. Student engagement is high, and leadership opportunities are available for first year students, with many students working at the front desk and participating in the Hall Council.

Looking forward, Ms. Dunham anticipates further growth in the FYRE program, and believes it will become a key recruiting and retention component for Wayne State.

UPDATE ON STUDENT LIFE

Provost Kornbluh advised that two presentations are scheduled for the update on Student Life. The first is from the President of the Student Senate, Yousra Zouani.

Ms. Zouani introduced herself and the Honors College Representative, Hayden Johnson, who serves as the Senate's parliamentarian.

Ms. Zouani began with an overview of the Senate's membership, its organization and major initiatives being worked on this semester. There are 27 members of the Senate, 15 of whom are members at large and the rest are representatives of schools or colleges. There are currently 4 vacancies in the college representatives, from the School of Information Sciences, the College of Fine, Performing & Communication Arts, the College of Engineering and the Pharmacy College. They have ongoing discussions with Deans regarding recommendations to fill these vacancies. She advised that they expect there will be some additional vacancies, as there are senators graduating this semester. The Senate is divided into project groups, each with a head and a project group leader in charge of organization and project management. All of the initiatives that she will be discussing at today's meeting fall under one or more of the various project groups.

The first initiative introduced was the single use parking pass housed in the food pantry under the Community Affairs project group. This project was designed to provide need based financial assistance with parking. It began as a 500-parking pass pilot program, and the Senate is looking to expand the program. Passes can be used in any of the university's non-premium structures and participants are limited to one pass every seven days. The group has been working with Today at Wayne, the DOSO newsletter and the Student Senate Instagram to advertise this opportunity to students.

The next initiative began as a Student Senate initiative and moved to a university-wide initiative, the Office of Sexual Violence Prevention and Education. It began as a project through the Mental Health project group and Dean Laurie Clabo provided assistance to the project group. The goal for the office is to enact preventative resources and educational measures to decrease the prevalence of sexual harassment and assault on campus and will involve students so that they have a voice in different types of programming and the structure. Students were also involved through the interview process for the inaugural director, Ms. Larmender A. Davis. The office will be housed on the 5th floor of the Student Center building. The Mental Health Coalition is a new project for the Mental Health project group. The goal of this initiative is to connect various student organizations that have a hand in any aspect of mental health to students. The first informational meeting will be held before winter break and programming will start in January. There are education components included in this effort, with discussions and seminars, and students will be able to work with counseling and psychological services where walk in sessions will be available with a therapist.

Ms. Zouani advised that the next project focuses on providing students with information on how to navigate Wayne State's financial system. This initiative will develop a Canvas page that includes lesson plans that students can complete at their own pace. It will allow students to learn how to navigate financial obligations. Canvas will allow for announcements issued close to financial deadlines and give referrals back to lessons regarding these issues, such as, for example, fees that are due, or upcoming deadlines.. There is also discussion planned with the Office of Financial Aid and New Student

Orientation to align efforts and possibly reduce calls to those offices regarding basic questions which could be addressed through this initiative. There will be no cost to the student and the information will exist as long as the student is at the University.

Governor Gaffney asked if there will be automatic prompts to the student about specific deadlines. Ms. Zouani affirmed, and advised that because students are constantly refreshing Canvas, they will receive that information in a timely manner. VP Ezzeddine added that his team is working on developing the campus page with the Student Senate to ensure alignment of messaging to students across multiple channels and University departments.

Governor Thompson thanked the students for their presentation. She was pleased to hear about the great initiatives and asked to hear more about the Office of Sexual Violence Prevention and Education, who they were working with and some of the resources provided.

Mr. Johnson advised that this is an inaugural office with an inaugural director and the program is still developing. He noted that Dean Clabo insisted the resources would be university-wide, cover all the different educational programs and be representative of the student body to meet the needs of the students. President Wilson advised that Dean Clabo could be asked to further elaborate on the program. Provost Kornbluh added that there will be workshops and training with incoming students every year out of that office, including bystander training.

Governor Kelly followed up by asking what indicators led to the creation of the office. She noted that she observed no violations of the student code of conduct report for the year. Provost Kornbluh advised of the national best practices around this type of education. President Wilson added that even though it is not a major issue on campus compared to many other campuses, cases are increasing.

Governor Kelly asked about the effort to educate students on wise financial decision making, including student loan repayments. Ms. Zouani advised that it is being considered as part of the programming. She mentioned an existing University program called IGrad, that allows students to plan their financial decisions and she hopes to refer students to it to make their personal financial decisions. She was not aware of IGrad when creating the initiative but hopes to incorporate it in the information given to students. Governor Kelly then thanked the students for their presentations.

UPDATE ON THE SOUTH END

The Provost introduced Theresa De Benedetti, the breaking news correspondent for The South End for the paper's annual report to the Board. Ms. De Benedetti advised that she would present in lieu of the editor in chief, who was unable to attend today's meeting. Over the summer, the managing editor and editor in chief hired a staff of six communication students to fill the roles of section editors and found room in the budget to add an additional correspondent to the team. The fall Print edition was distributed to all

campus buildings during the first week of the semester, and the staff began distributing articles on the website.

During the summer semester, 56 articles were published, including coverage of various campus buildings under construction and of the new Student Senate and its initiatives. At the beginning of the fall semester, around 2000 copies of the 28 page Fall edition were ordered and distributed across all campus buildings. Around \$8000 worth of ads were sold for this print edition. Digital publication increased social media presence, which includes daily posts about new articles. The Facebook page visits have increased by 33.9% since May. The Instagram profile visits increased by 86% and Twitter profile visits have increased by 48.4%. In terms of digital readership to date, they have recorded 77,000 page views, averaging about 9000 views a month. Since the Fall, 82 articles have been published. The top articles on the website included coverage of President Wilson's plans to leave the university and the search for his replacement, and the retirement of Rob Fournier from the athletic department. The Arts section focused heavily on the Hilberry project, the underground theater's final production season, their current locations, and coverage of several exhibitions at the Elaine L. Jacob Gallery. A weekly e-mail newsletter was launched on October 15th, authorized by the Editor in Chief, with contributions from other staff members, and it currently has about 35 subscribers. The newsletter contains a recap of each of the articles published that week, as well as a photo and comment. The South End has purchased and tested all equipment to be used for a future South End podcast, which will be finalized next semester, once a permanent host is found. The staff are planning on attending the College Media Convention this spring; last year the South end brought home third place for best website and runner up for Best Facebook page. In terms of coverage planned for next semester, that will include coverage of the presidential search committee and watching the progress of each of the new Deans. Finally, instead of producing a winter print edition, they will be focusing on daily online coverage and a plan to produce a spring edition at the conclusion of the 2022-2023 winter semester.

Governor Gaffney asked how the board could access the publication. Ms. De Benedetti advised that there are two print editions a year, one at the beginning of the school year and one mid school year and these are distributed free around campus buildings. There is no subscription distribution service to individuals. Articles are posted daily on the website at www.southend.wayne.edu. A subscription to the newsletter will send subscribers the most important articles from that week and smaller updates. Governor Gaffney noted that he will need help with that. VP Miller advised it can be figured out.

Governor Thompson asked if there were connections between the paper and WDET. Ms. De Benedetti advised that the organizations do not work together but one of the staff members worked for WDET in an internship, and there are opportunities to work with other organizations through the Journalism Institute for Media Diversity with events that the South End staff are specifically encouraged to attend. Governor Kelly then commended the South End staff on its interest in communicating to the student body information about the candidates who ran for Board of Governors last election, and thanked Ms. De Benedetti for her report.

STUDENT CODE OF CONDUCT

The last item on the agenda was the annual report on the Student Code of Conduct summary. The Provost introduced Ms. Nikolina Dmitruchina, the student conduct officer, who was present to answer any questions on the written report. Professor Roth thanked Ms. Dmitruchina for all of her help during deliberations about the student code of conduct reform. He asked about some of the numbers reported on academic misconduct, and in particular, the 240 that were described as having been dealt with by a downward grade adjustment. He asked whether her office kept track of appeals of that action by students. Ms. Dmitruchina indicated that they did not have a formal way of collecting such data, but it is something they want to work on.

Professor Roth asked of the 21 that were adjudicated, how many were subject to formal adjudication or informal adjudication. Ms. Dmitruchina advised that after an investigation of charges, the case is then forwarded to the Dean of the respective college or their designee for a determination. The designees have recently begun to copy Ms. Dmitruchina on their responses, so in the future, that data can be kept.

Governor Kumar asked whether zero alcohol reports is a good sign or a sign of change. Ms. Dmitruchina advised that it did not mean it was not happening. She added that a number of cases originate from university housing and residential life, which has an independent system. Her office receives higher level complaints, where the behavior rises to the level of a code of conduct violation, which will go on a student's record if the student is found responsible.

Governor Busuito asked for an example of the of the top type of misconduct. Ms. Dmitruchina advised that plagiarism is at the top. Provost Kornbluh advised that the Academic Senate has worked hard on this issue and produced a professor led effort to create a Canvas model on plagiarism that can now be added to any course. The goal is that faculty will assign this module on plagiarism during the first week of the class to make the rules a lot clearer to students. Governor Busuito asked if plagiarism is easier to catch with current technology. Ms. Dmitruchina advised that it was.

Governor Kelly asked if the student representatives to the committee were satisfied that the student body is adequately notified of their rights and responsibilities and the reporting process for violations. Ms. Zouani responded that in her position as a Senator, she feels she is more acutely aware than the general student population of these rules and responsibilities, and that the general student population may not know where to go to get that kind of information. Governor Kelly suggested that the Student Senate consider making this an initiative to help find ways to further communicate this process to the student body. Ms. Zouani agreed that it would be a great initiative to start.

Governor Kelly expressed concern that the number of violations in the report seems out of proportion with the number of students at the University, and that the total number of complaints that were made is not shown. She believes this limits the effectiveness of this report. She asked for that information to be submitted in the future. Ms. Dmitruchina agreed, and advised that the information included on the report represents the charges

that are filed. As an example, a complaint about a student that is not a charge, as defined by the terms from the code of conduct, would not be a part of that report. Professor Beale advised that one of the goals of the Senate is to create the module about academic integrity to ensure that students understand what constitutes plagiarism and cheating. She added that Professor Richard Pineau did considerable work on this project.

Provost Kornbluh advised that as a teacher, he always preferred to deal with plagiarism with the students directly as part of an educational process rather than referring the student for a code of conduct violation. Most faculty members may be doing the same and faculty are not required to refer every case as a student code of conduct violation. Ms. Dmitruchina further indicated that if the professor chose not to file charges, under section 10.1, then her office would not be notified and it would not appear on the list Governor Kelly suggested be created.

Professor Roth noted that faculty are encouraged to go through the formal process because faculty who may be prevailed upon to go easy on a student may assume that the student transgressed only in their class, and is not aware that there may be other classes where similar things are happening. If faculty go through the formal process, Ms. Dmitruchina can record the information, and that a student being downgraded in multiple classes is a red flag.

Governor Kelly noted that the report showed the number of students found responsible, not the number of students reported to have violated the code, and asked if there was any objection to providing the board with more information on the number of complaints. Ms. Dmitruchina advised that she can provide information from the academic side of the house, i.e., the number of reports coming in from faculty and then the few numbers that actually would go with charges. The non-academic reports and students found responsible can be found at the bottom of the report. Future reports will include this information.

ADJOURNMENT

The meeting was adjourned at 12:14 p.m.

Respectfully submitted,



Julie H. Miller
Secretary to the Board of Governors