



Academic Affairs Committee

December 7, 2023

Minutes

The meeting was called to order at 10:15 a.m. by Governor Stancato in the Garage at TechTown, 440 Burroughs St., Detroit, MI 48202. Secretary Miller called the roll. A quorum was present.

Committee Members Present: Governors Busuito, Gaffney, Kelly, and Stancato; renée hoogland, Faculty Alternate Representative and Linda Beale, serving as a replacement for Jennifer Lewis, Faculty Representative; Batsheva Khaimov, Student Representative and Dhruval Bhatt, Student Alternate Representative

Committee Members Absent: Governors Atkinson

Also Present: Governors Barnhill, Kumar and Land; President Espy; Acting Provost Clabo, Vice Presidents Ezzeddine, Lindsey, Massaron, Poterala, Ripple, Schweitzer, Staebler, Stemmler, and Wright; Associate Vice President Hafner, Associate Provost Padgett, and Secretary Miller

APPROVAL OF MINUTES, SEPTEMBER 29, 2023

ACTION: Upon motion made by Governor Busuito and supported by Governor Gaffney, the minutes of the September 29, 2023 meeting of the Academic Affairs Committee were approved as submitted. The motion carried.

PRESENTATION: UPDATE ON TRANSFER INITIATIVES

Provost Clabo began with a brief introduction, advising the committee of efforts undertaken by the administration to grow and align its transfer student initiatives and bring those initiatives in line with the major pillars of the strategic plan. The purpose of today's presentation by VP Ezzeddine and members of his team is to provide the Board with an update on those strategic transfer initiatives.

VP Ezzeddine advised that the work of the transfer team encompasses a wide range of offices including the Provost's Office, academic undergraduate programs, admissions, as well as faculty, department chairs, and the university's schools and colleges. It is a campuswide effort. He added that their work would not be possible without the support of the Board, which approved the creation of the Transfer Student Success Center in 2014, and more recently approved waivers on the number of credits eligible for transfers. These actions helped organize, coordinate and galvanize transfer initiatives. He advised that about 40% of the university's students are transfer students, and they are an important part of the student body. The changes in transfer credit eligibility and the transfer limit change have had a tremendous impact and have helped set the university

on a course of success for building and expanding partnerships with community colleges. Governor Stancato advised the committee that through the work she is doing with the *Growing Michigan* project for the State of Michigan, she has seen how far ahead of other universities Wayne State is in transfer students and initiatives. VP Ezzeddine advised that the university's work in this area is also driven by the strategic plan, and its strategic goals. He provided a chart outlining several of the strategic goals for transfer objectives, highlighted a few that led directly to current and ongoing work with the transfer population, and concurred with Governor Stancato's statement that the university is the leader in this area in the state. He provided data showing Wayne State's new Michigan transfer enrollments, where it continues to be the leader, at the top. The university maintained this ranking despite the decrease in enrollment at community colleges, even experiencing increases in these numbers. The university has almost 15% of the transfer market in the State of Michigan.

Next, VP Ezzeddine shared some interesting demographics from the class profile of this year's transfer class. The profile shows a diverse group, 19.7% of whom are Black and African American students, a 19.9% increase over last year in first generation students, and an average transfer credit of 57. He explained that while 60 credits are required for an associate's degree, a lot of students transfer before earning an associate degree because their preference is to move to a 4-year institution as soon as they can do so. He added that the university is currently working with its college partners to activate reverse transfers to let students earn associates degrees after they come to Wayne State University. WSU currently has several reverse transfer agreements in place with Wayne County and Oakland County Community College, and they are looking to expand those agreements. WSU pulls primarily from southeast Michigan, with the majority of transfer students (77.8%) coming from 2-year colleges. As a comparison, he advised that 2 years ago, UofM had 27% of their transfer students from 2-year colleges, adding that the two universities serve completely different markets. The university is also actively working with international partners in Windsor and elsewhere in Canada, and in India, have signed several articulation agreements, and are working on providing pathways to graduation for those students.

Retention and graduation rates also tell a very positive story. The university's 4-year retention rate for transfer students is 84.4%, the 2-year retention rate is 84.4% and the 4-year graduation rate, with a student spending 2 years at the community college, and 4 years at Wayne, is 69.4%. Governor Kelly commented that the 70% rate is higher than the university's overall graduation rate. VP Ezzeddine concurred and added that typically transfer students historically have performed as good if not better than students who start as FTIACs. In response to a question from Governor Kelly as to the reason behind these data, VP Ezzeddine advised that students who spend time and make the effort to transfer are typically focused and have a specific target and degree. The university has also been making it easier for transfer students to navigate and to graduate. Professor Hoogland added that these students come in better prepared for college level reading and writing.

VP Ezzeddine agreed. He added that the Black and African American 2-year retention rate is also 73.4% and the 4-year graduation rate, at 51.1%, while not where they'd like it to be, is also higher than the university's 2-year FTIAC rate.

VP Ezzeddine introduced Michael Quattro, the director of Transfer Credit Initiatives, for some additional comments. Mr. Quattro advised that the transfer process can be confusing and that they are working hard to simplify the process to make it easier and more equitable for all transfer students. They work closely with a number of university areas, including Enrollment Management, Student Success and the schools and colleges to grow enrollments and improve transfer success. He briefly highlighted two programs. The first program, TAP (Transfer Admissions Partnership Programming) supports 1st-year students who have been denied admission. The university works with a partner institution to provide an opportunity for these students to start at the community college and then transfer back to Wayne State. There were approximately 60 students in the program in fall 2022. A dedicated transfer advisor is now working with this group and they expect those numbers to go up for this upcoming fall. They initially partnered with Wayne County and Henry Ford Community Colleges and are looking to partner with additional community colleges.

The Transfer Success and Admission Summit, held last week, was designed for advisors and leaders at community colleges. There were 120 participants from 12 different community colleges, including 1 Canadian college. Representatives from several programs, including Michigan Reconnect, Oakland 80 and Detroit Drives Degrees, which also help with degree attainment, were also in attendance. The summit provided updates on WSU's programs and focused on interactive activities, workshops and discussions supporting transfer success. Among the speakers were President Espy and Michelle Richards, the keynote speaker, who has been named as the Director of the new Michigan Department of Lifelong Education Advancement and Potential. The Summit also recognized recipients of 3 new Transfer Champions awards, designed to acknowledge and encourage transfer student success.

Another program they work closely with is the Michigan Transfer Agreement, an endorsement that a student can earn at any 2-year community college in the state of Michigan. It is a block of 30 credit hours, distributed among English, communication, math, natural science, social science, and fine arts courses, and satisfies the Wayne State general education requirement, making it easier for students to transfer. Mr. Quattro also discussed the MiTransfer.org, another statewide initiative, which functions as a repository for all transfer equivalencies, so students can review online and access courses and see how they transfer not only into Wayne State but for any school in the state of Michigan. He advised that the same repository includes information on the MI Transfer Pathways - a multi articulation agreement that allow a set of courses from particular areas to transfer to bachelor's degree programs at participating schools, and WSU is one of the participating schools. Transfer and articulation agreements also provide information on hundreds of transfer plans for the main feeder schools in Metro Detroit. There are also more than 50 articulation agreements, which provide a very prescribed list of courses that the student has to take to earn both their associate's and bachelor's degrees. Those agreements have been around a long time and may not be as effective as the new transfer pathways. These transfer pathways make it easier for students to transfer their associate degree into one of the university's bachelor's degree programs. The pathways programs came to fruition through an initiative funded from a partnership between the APLU and the AASCU. The initiative was a 2-year project to advance pathways, help increase

transfer rates and had a focus on Black, African American, Hispanic, Latino, Adult, and 1st generation students. The resulting work developed pathways, or a road map for students to help them meet their educational goals. The new transfer language in the statutes also makes it easier for students to transfer not only associate of arts and associate of science degrees but also the associate of applied science degrees. Students opting in to these pathways to work with advisors at the community college and with someone on the team at the Transfer Center. The number of pathways available have grown, and all include guaranteed admissions and guaranteed transfer credit. Mr. Quattro shared a slide with the committee identifying the original partner institutions and a list of those where there are active discussions taking place.

Governor Gaffney asked, given the list of community colleges that they are currently working with, where they will turn to next. Mr. Quattro advised that the work underway with the current 12 institutions encompasses a lot of work over the course of the next year and some of the next steps will be to expand the number of pathways at these institutions into new areas, tailoring the agreements to fit the needs. They will also be looking at possibilities on the international side as part of this expansion. VP Ezzeddine added a few others, including Delta and Lansing Community Colleges, as well as some in the Grand Rapids area, and they will be aggressively highlighting opportunities in Detroit for students in those areas.

Governor Busuito asked whether there are opportunities in neighboring states. VP Ezzeddine advised that those opportunities do exist and include areas in Michigan that are close to the Ohio border, including Monroe Community College. They are prioritizing Michigan because there are 28 community colleges here, a number of which have good enrollment numbers where the university's message may appeal.

In response to a question from Governor Kelly about Macomb Community College, VP Ezzeddine advised that the University has done a lot of work with Macomb, without a formal letter of agreement in place. Macomb is still the number one feeder for WSU, and an agreement is now in place. He added that they are also now exploring other partnership options and explained that President Espy recently visited Wayne County Community College, where discussions included joint recruiting, co-recruiting students, and identifying roles for university advisors working with community college advisors on joint advising at the various campuses. President Espy added that there are a number of opportunities for WSU and WCCC to work together that could be interesting and productive for both institutions.

Next, VP Ezzeddine introduced Ranae Hamama, Associate Director for Transfer Student Success, to talk about what the University does with the students once they are on campus. Ms. Hamama advised that the Transfer Center's mission is to enhance the transfer student experience through partnerships and collaborations, develop equitable pathways, and insure a seamless transition. The center's efforts are focused on setting a national standard for transfer student success and degree completion across all demographic backgrounds. Established in 2014, the Center was expanded two years ago to add additional services, and additional advisors. The current team includes a transfer credit manager, credit evaluators, transfer student ambassadors and an advising team.

The Center's student ambassador program includes training, recruitment, transfer credit and advising. Several student ambassadors have graduated and gone on to successful careers in higher education and in other fields, including here at Wayne State. Transfer ambassadors also lead the Transfer Student Club which offers an opportunity for students to connect, network and enjoy special experiences around this city and on campus. In 2022, the Center launched the Transfer Student Living Learning Community, whose goal is to provide transfer students with an on-campus experience focused on belonging. This living learning community is located in the Towers Residential Suite. The Center has also awarded 20 housing scholarships to students from Lansing Community College, Grand Rapids Community College, Delta College, Mid-Michigan, and Jackson College, helping to promote the university to students outside of the metro-Detroit area. A student internship initiative offers paid internship opportunities aligned with the student's field of study, and this year, the Center successfully sponsored 10 student internships, which they hope to scale up to benefit more students in the future. The University has also been recognized, for the 6th consecutive year, by Phi Theta Kappa, for its commitment to fostering academic excellence among transfer students. Ms. Hamama concluded her presentation, and introduced two student speakers, who will give their perspectives as transfer students. Their statements follow below:

Mohammad Turaani:

Hello everyone, my name is Mohammad Turaani, I am a neuroscience major. I am a transfer student. I am a pre-med. I am a Palestinian. I am a research assistant. I am a refugee, too. I am many things but most importantly I am an immigrant. 22 years, 12 houses, 9 schools, 4 countries, and 2 continents. I am a mosaic of experiences and pieces of people that resulted in this man standing in front of you. Parents, friends, schools, and countries are fluctuating variables of my life, yet the one thing has remained a constant was education. Coming from being an IGSE student in a British school in Dubai in UAE to a Arabic curriculum student in Jordan, learning how to use SEEN, which is the Arabic letter for access variables in mathematics and learning kinematic equations in Physics in both languages taught me that education is that one thing that transcends languages and cultures and tongues. I immigrated to the U.S. about 4 years ago and lucky for me maybe you know certainly lucky for me a few months after I immigrated, so the green card application, the legal papers, the process, the entire thing really was impeded, and I was left with basically a forceable gap year that I had to take. I couldn't do anything. I wanted to pursue my education, but I couldn't. I asked my uncle, 'do you think I can make it, you know, like maybe 2 years from now going to school', he said 'no, you won't be able to because of your paperwork.' So I reached out to Henry Ford and I explained my situation to them, and thankfully Henry Ford was able to take me in as a student and from them my journey with education in the United States began. So when I first went to Henry Ford I heard many people say, 'oh, community college is different than a university', I didn't know what that was and I start asking around, what is that stigma, what does that come from, what is the premise of it, and I never really got a straightforward answer, knowing for a fact that education is the same. I mean I learned in two different languages in two different styles, one from left to right, one from right to left and it was the same knowledge at the end of the day. So after my time at Henry Ford, I really didn't pay

much attention to that entire premise of these statements blah blah blah, I decided to just keep going you know focus, it's online anyone, nobody comes and I transferred to Wayne State two years after. After my time at Henry Ford I went to Wayne State and after transferring I also used the reverse transfer option where I got my Associate degree from Henry Ford. The opportunities outweigh, signify two things, one, I got an education as one constant thing that really is (INAUDIBLE) variable (INAUDIBLE) that's why I was bit nervous when I first started here, I was concerned whether the education levels were going to be a bit different but actually it wasn't and I was able to just keep going the way I was. And the second thing was that at Wayne State and Henry Ford had two very profound, profound impacts on my life. Henry Ford through allowing me to don't waste time, take that first step and start, and Wayne State by giving me the opportunities and tools that allowed me to progress more and more on my career on academic journey.

Through Wayne State's tools and support, I was able to get involved in academic research such as the Institute of Gerontology, either ELECTRA study under Dr. Vojko Kavcic through it I presented 2 scientific papers, I was primary author at Michigan Alzheimer Disease Research Center in Detroit, the Alzheimer Association International Conference in Amsterdam, Netherlands and the Gerontological Society of America Conference in Tampa, Florida. I'm currently working on my first publication. And I was also able to take my current journey with the education that I got from Wayne and from Henry Ford, I was able to take my MCAT, applied to medical school, please wish me luck. So, with that being said, Wayne State provided me with tools and resources and outlets to help me succeed. And so did Henry Ford. I remember one time I asked my organic chemistry professor at Henry Ford, his name was Dr. Patrick Kelly, I looked at him and I said, 'professor, how do you think I'm doing in this course?', and he looked at me dead in the eye and says, 'Mohammad, what is the biggest room in the world?' and I'm confused, what are you saying, he looks at me and says what is the biggest room in the world, I said I don't know, a cave, I guess. He said the biggest room in the world, Mohammad, is the room for improvement. And that was the most profound piece of advice that I've got in the past 4 years of my life and that is in the back of my head every single time I do anything. I hope to continue to improve and I hope to continue to improve on a personal level, in an academic level with the support and the resources that I have from Wayne and without forgetting, remembering and remaining grateful to Henry Ford for allowing me to be where I am today and being such a strong contributor to my story. Referring to Wayne State, I like think of those as two as parents, like you can't love one more than the other, but I definitely feel very grateful and proud to be a Hawk and proud to be a Warrior. Thank you so much.

Rayna Tinnon

Good morning, everyone, my name is Rayna Tinnon. This semester marks my second one, I am in my senior year at Wayne State University which means I am that much closer to graduating. My major is elementary education with a concentration on the 3rd through 6th grade band. So, essentially I'd like to be a teacher. I'd like to begin with a piece of advice that I received when I took one of

my first Teacher Education courses here at Wayne State University. Your why has to be stronger than any other factors when pursuing a goal or else you will not be able to fully achieve it. At the time this quote resonated with me simply because I was an education major. It revived my optimistic belief in the future of students and public education. It also reminded me of all the extravagant dreams and goals I wanted to unleash once I officially became an educator. However, as I have reflected on my life I have learned that staying true to my why has provided me with a journey full of successes, failures, and experiences that I wouldn't trade for the world. It has created a path that has allowed me to speak to you all today.

My journey began in the fall of 2019 at WC-3. Most of my fellow classmates were either ambitiously diving headfirst into their career fields heading off to training programs, trade school or preparing to attend HBCU's and other highly accredited universities. Since I had spent my last 2 years of high school at Renaissance High School, I decided to utilize the Detroit Promise Scholarship that allowed me to attend any Michigan community college for 2 years with my tuition covered. At the time I knew that I had a passion for helping others, however I wasn't sure if that'd be through affecting smiles as a dental hygienist or through teaching the young minds as an educator. Thankfully, WC-3 offered courses for both majors therefore I was able to take the necessary time to figure out what career best suited me. Another advantage of this decision is there was a campus relatively close to home so I was able to get the college experience while also being able to keep my queen size mattress with an accessible kitchen and bathroom.

During my time in community college I accumulated a great deal of knowledge and many memories, many memorable lifelong experiences. Something that I attribute to my experiences and success at WC-3 is the support system that they provided to me. Why did I choose Wayne State? Other than the location being close to home and in the city I would like to teach in, one of the biggest factors that attracted me to Wayne State was its' reputation for being a university that created great teachers. Most of the teachers that have made an impact on my life including my mother, graduated from Wayne State and seeing as they influence me to pursue the field, it was only fitting that I attend Wayne State as well. Upon my acceptance, my personal and academic experiences have only continued to expand and flourish. For starters, I have stayed on the College of Education's Deans List every semester since my acceptance in the fall of 2021, and I have received a variety of scholarships from the College of Education. In April of 2022, I became a sister of the illustrious sisterhood of Delta Sigma Theta Sorority Incorporated. In July of 2022, I was given the opportunity to be an overnight resident and assistant student leader for the Next Generation Teacher Program which brought aspiring education majors from various high schools to Wayne State to learn about our education program. As you can probably tell, the list goes on and on, and I attribute much of my success to Wayne State's Transfer Student Success Center. From the time that I reached Wayne State's campus, they made sure I was taken care of. They not only made the academic portion of my transfer a success but they also made sure I took advantage of all that Wayne State has to offer including scholarships, extracurricular programs, work opportunities and chances to get more involved

around campus. The TSSC extended this olive branch by hiring me as a transfer student ambassador over the summer. Of my extensive list of duties, my overall favorite was the outreach activities similar to what I'm doing today. Being a transfer student was isolating at times especially as someone who was a commuter. It felt like you were in the mix but you weren't really in the mix. However, getting the opportunity to work directly with transfer students meant a lot to me, not only because I am an education major but because my life's purpose is to help people and this job allows me to explore another group of people whose experience I identified with. As I conclude this speech today, I want to thank Wayne State for enhancing my college experience in more ways than one. My path has not been linear but I get closer and closer to completing it with each day that passes. I am pleased to share my story of success as inspiration to others. I like to thank my village which is made up of many people but specifically today my younger brother, Darryl, for showing up to support me, and to thank Ranae for giving me the chance to speak to room full of leaders. Thank you so much.

Governor Stancato opened the floor for questions. Governor Kelly asked for clarification on the transfer pathways. Are these contracts with community colleges that allows transfers of students in certain areas, for example, criminal justice? VP Ezzeddine responded that the university already has transfer plans in place with all community colleges. He added that the transfer pathways take the agreements a step further and creates roadmaps for students, depending on their major, to know what courses they need to take at their community college and what courses they need to take at WSU to get a specific degree. These have opened the door for students to have more flexibility in what they transfer to, and students don't often know when they start. The pathways allow students to really explore while they are at the community college but still find a path to the degree they want at Wayne State.

CHANGE THE NAME OF THE MASTER OF SCIENCE IN INFORMATION MANAGEMENT TO THE MASTER OF SCIENCE IN INFORMATION SCIENCE

Provost Clabo introduced Associate Provost Darin Ellis for a description of the action item before the committee. She advised that the proposal has been approved by the faculty in the School of Information Sciences, by the Interim Dean of the School, by the Graduate Council, the Dean of the Graduate School, and the Provost. Associate Provost Ellis advised that the proposal is to change the name of the Master of Science in Information Management to the Master of Science in Information Science in the School of Information Sciences. He explained that the name of the School was changed in 2017, and the name change proposal brings the name of the degree in alignment with the name of the school, as well as with changes in the field and the direction that the faculty is taking the program. He added that information science is a more broadly encompassing term. As they continue to grow the program and revise the curriculum, the faculty felt that this name much more appropriately reflected the outcomes that they expect from their students. With no questions from the committee, the following action was taken:

ACTION: Upon motion made by Governor Busuito and supported by Governor Gaffney, the Academic Affairs Committee recommended that the Board of Governors change the name of the Master of Science in Information Management to the Master of Science in Information Science in the School of Information Sciences, effective Winter 2024. The motion carried.

Before adjournment, Governor Stancato commented that she found today's presentation very inspiring, reminding the Board and members of the committee about why they are here. She also took a few minutes to recognize Batsheva Khaimov at her last meeting as a student representative, as she is graduating from the University this semester, and offered her congratulations. Ms. Khaimov advised that she has been a student representative on the committee for about a year and a half and has absolutely loved the opportunity. She feels that this service allows students to gain a better understanding of the inner workings of the university and is very thankful for the opportunity. It has been one of her favorite assignments through the Student Senate. She is currently applying to the Master of Social Work program. Governor Stancato offered her good luck and congratulations on behalf of the committee.

ADJOURNMENT

There being no further business, the meeting adjourned at 11:05 a.m.

Respectfully submitted,



Julie H. Miller
Secretary to the Board of Governors