



Student Affairs Committee

June 22, 2023

Minutes

The meeting was called to order at 11:05 a.m. by Governor Kelly. Secretary Miller called the roll. A quorum was present.

Committee Members Present: Governors Atkinson, Busuito, Gaffney, Kelly, and Stancato; Naida Simon, Faculty Representative; renee hoogland, Faculty Alternate Representative; and Hayden Johnson, Student Representative

Also Present: Governors Barnhill, Kumar and Land; and President Wilson; Provost Kornbluh; Vice Presidents Clabo, Ezzeddine, Lindsey, Massaron, Potala, Ripple, Schweitzer, Staebler, Stemmler, and Wright; Associate Provost Chamblee, Associate VP Hafner, and Secretary Miller

APPROVAL OF MINUTES, MARCH 8, 2023

ACTION: Upon motion made by Naida Simon and supported by Governor Stancato, the minutes of March 8, 2023 meeting of the Student Affairs Committee were approved as submitted. The motion carried.

PROGRAMS TO SUPPORT STUDENT SUCCESS

Provost Kornbluh began the presentation, advising that the university supports students in a wide variety of ways across campus, with a large Student Success Center that works in a variety of areas. Today's presentation will focus on four programs that are designed to link academics with diverse student communities and provide a special boost for student success. The presentation will include an overview and update on the Warrior 360 program by Director Latonya Garrett, an update on the Center for Latino/a and Latin American Studies from its director Melissa Morris Morse, the background about the creation of the Crockett-Lumumba Scholars Program, an initiative of the African American Studies program, which will be presented by Professor David Goldberg, and an overview of the initiative for a new center, the Center for Gender and Sexuality, which is an outgrowth of considerations to provide a better support system for the university's LGBTQ students. The Provost then called on Director Morse to continue the presentation.

- **The Center for Latino/a and Latin American Studies**

Ms. Morse began with a bit of history on the Center, the creation of which was approved by the Board in 1971, one of the first of its kind. Its creation flowed from the WSU community in partnership with LASED, (Latin Americans for Social and Economic

Development), with funding from New Detroit, Inc. and activist educators from Wayne State University. Its goal was to recruit or give access to higher education to young people who had the potential and the desire to gain higher education and become leaders to serve their community, initiatives that came from the Civil Rights Movement and the Student Rights Movement. Fifty-two years later, the Center does a lot of the same functions. They try to prepare students for college, helping them throughout their studies while also giving them civic-minded community-based education. The Center's charter was renewed by the Board in March, and the center has been lauded as a model program for successful work with underrepresented students.

In terms of the student population, there were 213 students participating directly in the fall. There are other students who indirectly benefit from taking courses in Latino and Latin American Studies or by attending the center's events and other activities. Over its history, the Center has had more than 2500 students who participated in the program, overwhelmingly the first in their family to attend college, 97% of whom identify as Hispanic or Latino, most of whom come from Wayne County. The Center use methodical and culturally informed practices to ensure students have the best chance at success. They have developed a dedicated group of liaisons across campus to help identify solutions to any challenge or situation that arises, resulting in a network across campus that can be called at any time. They make a very concerted effort to connect with parents and families because experience and studies have shown that if parents are engaged and understand their students, students are more successful.

Ms. Morse shared a chart outlining the Center's dedicated team of faculty and staff, including some of the campus liaisons and faculty partners, and a chart outlining what a typical first year would like be like for an incoming student. The program is 100% voluntary, and incoming freshmen participate immediately. The Center has a summer program, where incoming students take 2 courses (English and Communications) and participate in an 8-week experience with a math program. In the fall students are in a block schedule, continuing to take some courses in a cohort format. That continues through the winter semester, with students taking Intro to Latino Studies, which includes a research project and presentation.

Governor Gaffney asked how many students participate in the Center's First Year Seminar. Ms. Morse advised that about 45 students participate. She added that continued participation is voluntary. For those that do continue, the Center helps prepare them for graduate school or careers through a targeted college to career program. About 30% of the Center's students end up with a minor in Latino and Latin American Studies. The Center also has a Summer Enrichment program to help prepare students for their WSU General Education competency requirements. Ms. Morse then provided some demographics of this past year's cohort, all 40 of which were FTIACS, overwhelmingly first generation and from Detroit high schools. Fourteen of those students completed their Gen Ed requirements by the end of the Winter semester. She provided similar statistics for previous cohorts. The Center is very proud of the graduation rates for its students, about 40% of whom graduate in 4 years or less. She provided the background on one student as an example. The student was a Cass Tech graduate, who entered college

with a gpa under 3.0 (impacted by the pandemic). He was interested and committed to coming to Wayne State and participated in the Center's summer program. The student's family commitments posed a challenge to his participation. Center staff met with the students' father, who was very motivated to have his son participate but needed to understand more about his son's time commitment. The conversation between all was in Spanish, including the family and the academic advisors. They reached an understanding and by the end of the student's first year, he completed all of his competency requirements, and finished his first year with a 3.2 GPA. The student will return for Year 2, confident in his ability to succeed.

Lastly, Ms. Morse provided some examples of recent alumni success. The Center's students have gone on to medical school, pursued Ph.Ds., work in community and non-profit leadership roles, in education, business, engineering and technology, and she believes these examples show what can be done with dedicated faculty and staff, and with support from the University.

- **The Crockett-Lumumba Scholars Program**

Next, David Goldberg provided an overview of the Crockett-Lumumba Scholars Program. Professor Goldberg came to the university in 2007 and is an Associate Professor in the Department of African American Studies. Professor Goldberg met with the Director of the Latino/a & Latin American Studies Center when he first arrived and wanted to build something similar for black students. He advised the committee how heartened he is that at a time when Black History, gender, sexuality and women studies, and Latino/Latin American Studies are under attack, Wayne State University is instead pursuing, supporting, and expanding these initiatives. He thanked the Board for their continued support.

Professor Goldberg advised that the program name was developed to honor Detroiters who viewed education as a pathway to Black liberation and a better world for all. Each of the 3 people who the program is named after used their education in service to others and to advance the cause of liberation, not only for Black people, but for everyone. They include George Crockett, a long-serving Records Court Judge in the city of Detroit who went on to serve in the House of Representatives, his wife Ethelene Crockett, who was the first Black OB/GYN in the city of Detroit, and Chokwe Lumumba, who graduated from Wayne State Law and later went on to become the first Black mayor of Jackson, Mississippi. He was also involved in an organization called the Republic of New Afrika.

In developing the Scholars program, Professor Goldberg deeply appreciated the assistance Ms. Morse provided in sharing her experience and the format and structure of the program that works so well for the Center for Latino/a & Latin American Studies. He was able to recreate that some of that structure, and effectively use those aspects in the new program, which he hopes will be fruitful for his students, but also be able to be applied to programs in gender, sexuality, and women's studies. He advised that evidence shows that programs that are rooted in culturally relevant education are particularly effective at Black student success. This program not only groups students together in cohorts and in groups with people who are of similar ethnicity or background, but also in history and culture, which has shown to have added benefits. In terms of program components, it is

a 4-year program for students who are interested in African American Studies and social justice, regardless of their major and background. It's focused on Detroit students and those in need of community, providing support not only on campus but off. There are service learning and community research opportunities that they are trying to build out in conjunction with the coming Detroit Center for Black Studies. Service-learning options include working with grassroots nonprofit organizations in the city, to provide an opportunity for students to learn from their elders, many of whom have been fighting for 5 or 6 decades to help people fight against structural racism. Students continuing through 4 years earn a minor in African American Studies. Professor Goldberg added that it is his goal to ensure that students in the program have the support, care and comfort and community to succeed.

Professor Goldberg hopes to expand outreach for tutoring and mentorship into a broad array of Detroit high schools, including those that are not necessarily high performing, to open some new pathways to Wayne State. The students serving as tutors/mentors are paid for their time, allowing them to supplement their income with part time work, while still being able to focus on their studies. Turning to program highlights, he spoke about the Introduction to African American Studies class, and its efforts to bring culture into the classroom. This year, the class will focus a class on the 50th anniversary of Hip-Hop, and bring guest speakers in to speak with the students. The program also includes wrap around support such as teaching, coaches, advisors, and faculty and professional mentorship. In their junior year, students will be introduced to a mentor in their respective field who will then serve as a big brother to or sister to them, similar to the WSU program students do with high school students, creating networks that give back. These networks interact with a number of other WSU groups, including OMSE, NETWORK, Gender and Sexuality, Women's Studies, Latin/o and Latin American Studies, and of course Warrior 360.

Students also learn about how to conduct research, participating in a graduate conference at the end of their studies. Professor Goldberg also spoke about the importance of students expanding their world experience and believes its critical for students to have an opportunity go abroad. There are current study abroad programs in Brazil, Ghana, and South Africa, and he hopes to develop one in Trinidad and Tobago. He hopes that it will provide an incentive for students to complete the program, and stay in good standing, and then be rewarded with a Study Abroad experience in their last semester at Wayne State.

- **The Center for Gender and Sexuality**

Professor Simone Chess was introduced to talk about the Center for Gender and Sexuality. Dr. Chess is an Associate Professor of English, and Director of the Interdisciplinary Gender, Sexuality, and Women Studies academic program. Over the past 2 years she has been working on a new university center which has been reviewed and approved by all relevant committees, endorsed by the Provost and the President, and is on the agenda for the Board of Governors meeting this afternoon for their consideration and approval

Professor Chess provided some background on the development of the center. It started with student demand, in the form of a resolution from the Student Senate in 2019 setting out a mandate in support of LGBTQ+ student and academic life. She added that student leadership set the tone for this center in its holistic call for resources that meet academic and student services needs together with overlapping and interconnecting resources. At the core of the vision of the center is the idea that students want real connections between their academic work, their campus experience and their emerging identities and community affiliations. She advised that the center, if approved, will help the university catch up with peer and neighbor institutions by joining them with a student resource unit for feminist and LGBTQ+ student services, as well as an interdisciplinary academic and research teaching unit in feminist and queer studies, together in one unit, a structure that embodies what a research university is all about.

In answering the question as to whom the Center will serve, Professor Chess advised that all individuals have a gender and a sexuality, and that the Center therefore serves everyone. She added that the Center will work to provide service, support and interaction in 5 key areas including research, teaching, direct student services, programming and advocacy and community engagement. In the area of research, the Center will offer resources for faculty and graduate students with expertise in gender and sexuality. The Center will help to bridge departmental and school/college gaps by bringing faculty together. She added that research productive faculty bring their scholarship to the classroom, enhancing teaching and curriculum related to gender and sexuality, directly benefiting students.

She advised that teaching and student services go hand in hand, and learning communities and internships are part of these support services. The new space for the center is a significant part of the support services offered, and she added that it will be staffed with culturally competent staff and a large amount of student engagement programming and events and will provide a welcoming space for feminist and queer students. In terms of programming and advocacy, the center will centralize, streamline and grow Wayne State traditions, including Coming Out Week, Campus Pride, Women's History Month, and the special Rainbow Graduation and awards ceremony, which are currently organized by ad hoc volunteer committees and funded by resource gathering around campus. Professor Chess concluded her update, and advised that the center is an opportunity to bring together resources and bundle them into one unit that streamlines and enhances their impact. Students have been asking for this for a long time and she is very excited to see it so close to becoming a reality.

- **Warrior 360**

Next, Ms. LaTonya Garrett brought the committee an overview of the Warrior 360 program. Ms. Garrett serves as Director of Student Success Initiatives and Academic Partnerships. Warrior 360 is a community of scholarship that brings students together from a variety of backgrounds, providing support services from the time of admission through graduation, facilitated through student partnerships, including success coaching and peer partnerships, organized around high-touch care-driven performance monitoring to support students.

She advised that this fall, they will be welcoming about 150 1st year students to the program, which will begin with an introduction to pre-1st Year Experiences. Those include things such as a goal setting coach session over the summer, and Momentum Week, an 8-day residential component, where students are invited to stay in Chatsworth suites. Over the 8-day period the program addresses academic skill building, community building, and confidence and self-advocacy building. The week includes mock lectures, activating and understanding course syllabi, community building, and connecting students to resources, including one another, and staff. Ms. Garrett advised that after the semester begins, students are connected with the success coaching team. Students meet with their success coaches twice a month, and while informal, the coaches have some key points that they're looking to address with students. The success coaches are each paired with about 40 students, affording them the ability to make tailored support plans for students. In addition to success coaching, students are also connected to success partners, which are similar to a peer-mentorship relationship, and they meet once a week. Taken as a whole, in combination with the success coach and success partnering, the program has 6 opportunities in any given month to encourage students, identify barriers, and provide assistance and support.

Ms. Garrett advised that the conversation curriculum developed for this program is structured around 10 competencies, which include college integration, technical confidence, self-efficacy and motivation, communication confidence, value and purpose building, academic agility, persistence, and retention, belonging and community and degree planning. Their focus from the first moment in the program is centered on conversations and teaching activities that leads to competencies in these areas. They have also negotiated a partnership with the Honors College such that any student that's in Warrior 360 that earns a 3.3 in the first semester has an opportunity to join the University's Honors College, providing an excellent opportunity for students who may not have seen themselves as a potential Honors student prior to being a part of Warrior 360. Governor Kelly asked how long the program has been in existence, and how many students are served by the program. Ms. Garrett advised that the program has been in existence about two years, with this as the first year under the existing pathway and philosophy. There were 183 students in the program last year, who will continue to get some level of support in their 2nd year, while the program works with likely the same number of incoming students in the coming year. While their current space is in the Faculty/Administration Building, they will be moving to a permanent home in the Undergraduate Library.

Provost Kornbluh added some context and advised that the university has made a large investment in space for student support programs. He advised that the 7th floor of the Student Center has been completely renovated, and includes OMSE, the Center for Latino/Latina Studies and Latin American Studies and the Crockett-Lumumba Scholarship program. The 6th floor is under renovation, and it will include the Center for Gender and Sexuality and the Office of Sexual Violence Education and Prevention, both of which emerged from efforts by the Student Senate. He added that the Board also approved funding for major revisions in the undergraduate library which will house Warrior 360 and an array of other student support areas.

Professor Hoogland asked how students are recruited into Warrior 360, and how they hear about this opportunity. Ms. Garrett advised that they work very closely with the Undergraduate Admissions office. If an admitted student is a pledge recipient, i.e., has received the Wayne State Guarantee, the Heart of Detroit or to be a Warrior Pledge, they automatically receive an invitation to join this program. First-generation status students also receive an invitation to join. Students complete a Partnership Pledge to formalize their membership, and that action immediately starts the pre-1st-Year Experiences. They are continually looking for ways to refine and improve their process. Warrior 360 students are also telling their friends about the programs, and they have found that once students learn about the program, they get really excited about it and want to join, and they'd like to leave space for that to occur. They also take recommendations from campus partners.

VP Ezzeddine added that the goal for all of the programs highlighted today is to provide a holistic experience that covers students from right when they start thinking about attending Wayne State to graduation and beyond.

Governor Kelly opened the floor for questions. Governor Busuito raised some concerns and asked for additional information about the Center for Gender & Sexuality. He believes there is a difference between gender identity and biological sexuality, and that the discussions around these issues can be confusing and raise concerns. He cited his own experience with his patient population, and raised some community concerns he is familiar with. He would like to understand the fiduciary impact on the University for such a Center, and the rationale for the expenditure for a center that addresses the needs of what he believes is a small segment of the University's student population.

Professor Chess advised that as a research university, scholarship and academics are connected to student life components, and that the Center will provide scholarship and student life support for people who are interested in research and engagement around gender and sexuality. She added that as all individuals have a gender and sexuality, all can be studied and be part of the purview of the Center, even those whose gender and sexuality are minoritized in the State. In addition, the Center can also provide assistance to students who are interested in learning more about the research and data that exist come together in that space. Governor Kelly asked for confirmation that the Center is basically a safe and welcoming drop-in space being created to allow people to support one another and feel support from the University, and Professor Chess concurred, and added that there are courses in departments throughout the university that provide a forum for conversations, including in the Department of Psychology, the Department of Gender Sexuality and Women's Studies, in the Department of Political Science and elsewhere. These forums provide an opportunity to have complex conversations about complex issues, and the Center will enhance the ability to have those complicated conversations in a safe environment. Governor Busuito suggested that additional analysis from a financial standpoint would be helpful. Governor Gaffney asked where the Center will be located; Provost Kornbluh advised that it will be housed in the Student Center. In terms of housing some of the units described during today's discussion, VP Ezzeddine advised that they are merging Warrior 360 with the Advising Center and Academic Success Center already in the UGL and turning that into a modern welcoming space.

They hope to bring those units together by Fall 2023, bringing the staff from the three programs together from what are currently several locations.

ADJOURNMENT

There being no further business, the meeting adjourned at 11:59 a.m.

Respectfully submitted,



Julie H. Miller
Secretary to the Board of Governors

DRAFT