

Wayne State University
Proceedings of the Student Affairs Committee

February 17, 2021

Present: Pynthia Caffee, Meghan Courtney, Jane Fitzgibbon, Siobhan Gregory, Michael Horn, Barbara Jones, Afifi Kadadu, Thomas Karr, Christine Knapp, David Merolla, Christie Pagel, Rachel Pawlowski, Shauna Reevers, Michele Ronnick, Brad Roth, Krysta Ryzewski, Naida Simon, David Strauss Neelima Thati, Jennifer Wareham

Absent with Notice: Paul Johnson, mark wenzel

Absent: Amanda Levitt, Sean Peters

The meeting was called to order at 1:32 pm via Zoom.

A motion to approve the modified agenda was adopted: Moved by Barbara Jones; second by Brad Roth and Mike Horn.

A motion to approve the corrected minutes was adopted: Mike Horn moved; second by Barbara Jones.

The topic for today: an open discussion of the Post-pandemic Education Article.

There was a lively discussion of the article and many points were made. For the purpose of these Minutes there will be bullet points rather than the usual narrative.

- The student perspective includes unhappiness that there has been no change (decrease) in tuition since professors are not available in person, i.e., students enrolled for face-to-face interaction and not on-line instruction.
- Professors are working harder in synchronous and asynchronous classes. Students believe that they are working harder when learning on-line.
- Face-to-face or not does not change bottom line; i.e., the cost of providing instruction.
- She was offered the opportunity teach and said she would do in in-person only. For safety, that was not possible; so, she did not teach.
- There is no guarantee that the buildings will be clean, the ventilation system clean, etc. Examples are Manoogian and Old Main, which are old and not well maintained.
- There should be a discussion with the students about the tuition and how to make the on-line experience worthwhile from their perspective.
- Concerns for students and faculty are what will WSU look like after "return to work." What will happen if certain faculty refuse to return to provide in person instruction for various reasons is a concern.
- Student are concerned for the safety of their families at home if classes are in person. Will they transmit the illness from the campus to their families? That is their worry.

There was a question on Midterm grading and the lack of the No One Needs button. It is true that the No One Needs button is gone. The upgrade to Banner 9 caused the change as the "one-offs" in the older system could not be supported. That button was a "one-off". There was no other reason for the change. Another change was the ability to initiate immediate intervention with the students that are C- or below.

Now messages are sent once a week. There is now an option to upload grades from an excel spreadsheet. In STARS 1.5 the advisors will immediately receive notification. STARS 1.5 will be operational for fall 2021.

Return to Post Pandemic discussion

- Inquired if the Student Affairs Committee will focus on section 2 of the article.
- Section 3 should also be discussed and specifically on-line instruction in relation to exams.
- the questions in section 2 regarding who are students are graduate and undergraduate.
- WSU has not been a traditional 18 to 20 year old students institution even though there was a push in the past to focus on the traditional student track where students take 15 credits each semester. Many of WSU students are working full time and taking care of families. Requiring them to enroll for 15 credits is not feasible. The Heart of Detroit scholarship requires enrollment for 12 credits fall and winter semester.
- First year college students are being told by advisors to enroll for 15 credits. The students are not successful because they have no other resource for information.
- Noted that some of the Heart of Detroit students may be dealing with issues in their personal lives that may affect academics.
- Nursing students are not advised to enroll for 15 credits if it will affect academics. Twelve credits (the minimum for full-time status) are advised with an option of 15 credits if the student can be successful.
- There should not be a push for REQUIRE 15 credits.
- There was a question directed to Naida and David S - What are you seeing in terms of emotionally overwhelmed students?
 - The DOSO is seeing a lot of overwhelmed students. CAPS is not going to really be able to help with the loneliness and social situations where questions can be asked after class has an impact on students and faculty. He has found ways to engage on-line with students but it is not the same as in person. CAPS has not seen an increase in the number of students being seen compared to last year (before on-line only instruction) however the group sessions have had a significant increase in attendance.
 - Naida sits on a committee, Student Strong Monitoring and Outreach, with David S. that examines students who are in trouble because of on-line learning, isolation and social distancing, technology issues, issues listed in the CARE Reports and this committee reaches out to the student(s) to see what the university can do to help. The outreach and the willingness to listen is helpful.
- Can we change to 9 credits for those students that need to adjust to college instead of 12?
- Course overload anxiety in STEM (chemistry and biology) exists. DOSO has been reaching out to the Deans of the Colleges where there are many students complaining of overload anxiety. Students missing the human interaction they have while on campus. There are connection opportunities but it's on the computer, not in person. These activities are fun but in front of the computer.
- Why do students major in STEM programs when there can be so much stress and anxiety that can come with these majors? Is there an initiative that can provide counseling for these students?
- Advisors have hard conversations with students that are not progressing as well as they hoped in STEM majors. Some advisors are reluctant to be the one to have these difficult conversations.

Discussion of competitive programs.

- Students experience pressure from families to follow a specific path or it something that they can identify with. Students must figure out where their strengths lie.
- Advisors have students who are repeating STEM courses for the 3rd or 4th time. She has not had the pressure to have students take 15 credits a semester/30 per year. Her students are aware that they may not graduate in 4 years. There is also the financial aid aspect of a minimum of 12 credits required for full-time enrollment status as well as any scholarship requirements and how that can affect academic success.
- Agreed that only making sure the students have 15 credits.
- Taking a look at and prioritizing classroom to career programs. Internships/work hours to credit hours. Preparing students better for a global competitive workplace. Innovations are needed. Idea of giving credit for work experiences. We need to be tech friendly.
- Do we need to allow work experience/experiential learning to replace some coursework?
- Higher Ed is changing. WSU either changes with it or maybe we don't survive. WSU must become innovative for student success.
- On-line learning without lectures can cause issues where students have to teach themselves the content. Combat gaps in on-line learning with innovative thinking/ideas, i.e., Zoom discussions vs discussion boards on Canvas.
- On-line works will not work for a full situation. But including a remote option should be available for student when life demands can require students to miss and instead of missing they can attend remotely. WSU should be considering what technology will be needed to facilitate this.
- On-line clinicals/experiences and office hours are missing in the on-line environment.
- It's difficult to write letters of recommendation for students whose faces you have not seen in class because they kept their cameras off during class.
- We need to engage the students better.
- What's our goal with this document? Other questions: what's working, what have we learned, convenience of remote learning to students. Teaches smaller classes where students have less stress regarding the class but are still lonely. The was good feedback on an on-line discussion interaction; so, does this mean that I need to incorporate this into my class weekly?
 - Since there was good feedback, maybe incorporate a monthly activity that allows students the opportunity to speak in breakout rooms.
- Innovations in pedagogy that will include the current changes in teaching.
- Assessments that depend on recall, it is important to reevaluate teaching and learning and the reasons behind why we want the students to be assessed on certain information.
- Events and experiences at WSU that are important to students. Orientations, FestiFall, etc. keeping in mind that students that started fall 20 will need those experiences and they unable to have them. P/N in sequence courses where students might not be prepared to be successful in the next part of the sequence after taking a "P" grade.
 - The problem when the "P" could be a C- in a prerequisite course.
- Amongst advisors there is concern about competitive programs and the "P/N" grades. Advisors are simply trying to keep students informed.
- A silver lining is that first year newly admitted students are excited about coming to WSU. Signing up for orientation, asking questions about housing, etc.

- Have you noticed any changes in person student vs on-line advising? Talking to student in person can be a more valued interaction from the student perspective.
- It's a professional school prospective student mentality. More discussion on the prospective professional school student versus the freshman student.
- Better knowledge of the available technology and with students at home it is easier to get in contact with them. The in-person interaction is missed but she is able to achieve a lot with the students on-line.
- There is a lot of flexibility within on-line instruction and student appreciation of on-line instruction where it has been in existence long such as at Schoolcraft College. That applies to academic advising, too. Given more time, WSU faculty and academic advisors will become as adept on-line as they are in person.

The meeting was Adjourned at 3:11 pm.

Naida gives a special thanks to Shauna Reevers and Barbara Jones for also taking notes and incorporating them in the Minutes.

Next Meeting: March 24, 2021. Our speakers will be Henry Robinson (TRIO), Kenya Swanson (Warrior VIP) and Mark Jackson (APEX).

AGENDA—March 24, 2021

Student Affairs Committee

- I. Adoption of Agenda
- II. Adoption of Minutes of February 17, 2021
- III. Speakers will be Henry Robinson, Kenya Swanson and Mark Jackson
- IV. Nominees to serve on the Senate's DEI Committee
- V. What issues do we want to pursue on the post-pandemic discussion
- VI. New/Old Business
 - A. Volunteers for Senate DEI Committee

Next Meeting: April 14, 2021. Our speakers will be Dawn Medley, Ericka Matthews-Jackson (admissions without Standardized Tests) and Monica Brockmeyer (Student Success Efforts)

Link to our Zoom Meeting:

<https://wayne-edu.zoom.us/j/93059150008?pwd=M1ZBQm11WHovSHJvUktKOWNLbThhQT09&from=addon>

