

**Wayne State University**  
**Proceedings of the Student Affairs Committee**  
**October 20, 2021**

**Present:** Linda Beale, Meghan Courtney, Kelly Dormer, Siobhan Gregory, Michael Horn, Afifi Kadadu, Christine Knapp, Rachel Pawlowski, Michele Porter, Shauna Reeves, Michele Ronnick, Brad Roth, Ali Salamey, Naida Simon, David Strauss, Nick Tedesco, Neelima Thati, Jennifer Wareham, mark wenzel

**Absent with Notice:** Pynthia Caffee, Barbara Jones, David Merolla, Theresa Perlman

The meeting was called to order at 1:33 via ZOOM. The Agenda and the Minutes from the September 22<sup>nd</sup> meeting were unanimously approved.

The first order of business was a discussion of the Data Wish List. A brief discussion followed. A motion was made and seconded to adopt the wish list and for Naida to forward the list to the appropriate administrators.

The remainder of the meeting was a discussion of each of the three subcommittee reports: Students, Study Abroad, and Credentialing. Each of the subcommittee chairs, mark wenzel, Christine Knapp, and Naida Simon, led the discussion of his/her subcommittee report.

**Students:** The central focus of this subcommittee was transitions. The group identified the following broad issues:

1. Transitioning from in-person learning to online learning and back to in-person learning. New students who have only experienced on-line learning and their transition back to in-person.
2. Transitioning from online exams to in-person proctored exams and possible study skill/exam-taking to in-person. A discussion of study skills, emotional issues followed.
3. Potential disabilities arising in the transition from in-person learning environments to online environments; for new students that would be the transition from online environments to in-person.
4. Students' issues with teachers who believe online work is easier than in-person classes and thus give additional work. The discussion that followed said that students feel this is true. The idea of scaffold work was discussed.
5. Transfer credit policies that are reasonable, accurate and student friendly. This topic will be discussed at a later date when Enrollment Management comes to SAC. Michael Quatro, Director of the Transfer Student Success Center will be a guest speaker.
6. The support services identified were:
  - a. Counseling and Psychological Services (CAPS)
  - b. Academic Success Center (ASC)
  - c. Student Disability Services (SDS)
  - d. Office of Teaching and Learning (OTL)

When there are mental health issues, human nature is such that we tend to go social. This cannot happen during a pandemic. A discussion followed on how to do trauma teaching—it morphed between large

groups and small groups. Mental health issues can impact academic issues. According to Kelly, OTL has a syllabus template that includes CAPS and SDS. Jennifer recommended that faculty should put in Canvas a module of university resources is the kind of suggestion that we should be making in our “Future of Higher Ed” report. The CARES report that faculty and academic staff can file with the Dean of Students Office (DOSO) is not something that an adjunct faculty member might know about. This should be part of adjunct faculty orientation. Neeli stated that as a primary care physician she loves the services provided by the university’s psychological clinic on her referrals to said clinic. The reports, signed off by the faculty member, are very thorough.

**Study Abroad:** The subcommittee focused on researching trends at other universities as well as our own experiences and student feedback related to study abroad at Wayne State University (WSU). They did a SWOT analysis to identify strengths and weaknesses for our programs and other university’s programs.

The further development of study abroad, including virtual study abroad, at WSU is extremely important because it is estimated that only 10% of U.S. college students participate in an international experience.

The subcommittee offered 5 recommendations and considerations based on programs at other institutions:

1. Study abroad programs have moved toward a more inclusive global engagement/international experience. This allows for more diverse programming and opportunities. University of Michigan offers local and domestic study abroad/global opportunities set up with community and public service partners. One example is their Semester in Detroit option.
2. Virtual study abroad initiatives should be supported in both the short term and long term at WSU and can be implemented successfully with appropriate training and course design. One problem that can exist is that synchronous internships and online classes have the time zone issue with which to deal.
3. Study abroad internships were cited as very successful at most other institutions because they incentivize students with valuable work experience and offset travel costs.
4. Grand Valley State University provided a very good example of student-centered approach to their study abroad website. Their website is very informative, inviting and user friendly. Students can easily find up-to-date information about costs, funding, specific types of programs (faculty-led, provider based, internships, partnerships, etc.).
5. In some of the most successful study abroad programs, faculty consultants are put in place to help develop and implement study abroad travel and programs. This is not the case here at WSU.

The subcommittee offered 5 recommendations and considerations based on their experiences with study abroad at WSU (including discussions with Study Abroad Office):

1. The WSU student population does not have the ability to access funding for study abroad programs. Lower cost programs tend to be more attractive to our students.
2. Some subcommittee members have not experienced nor participated through their departments because these programs do not exist here. Our Study Abroad Office specifically cited the need to develop more Spanish and French study abroad opportunities based on student demand as well as programs that offer instruction in English at institutions abroad.
3. Student support implemented by successful study abroad programs should be considered at WSU. A study abroad alumni organization was cited as an effective way to promote study

abroad and provide mentoring for both inbound and outbound students. This requires faculty and academic staff involvement to ensure continuity of such a program. Eastern Michigan University gives general education credits for study abroad and is currently offering that option to its students.

4. There should be more of a balance between the types of study abroad experiences offered at WSU and institutions identified as having more successful study abroad models. Most study abroad opportunities at WSU are faculty-led initiatives, which involve substantial logistical and even financial implications (Faculty often pay for trip expenses up front and then wait to get reimbursed upon return) and rely on faculty to participate on a voluntary basis. There are very few virtual options compared to in-person options. Faculty-led programs of approximately 20 students have worked well. Currently there are no provider-led options at WSU and they were avoided in the past because of unethical practices (such as kickbacks) in the early 2000s. But today there are many reputable options including not-for-profit providers that have programs in place that would be able to accommodate even just one or two students for a specific destination or area of interest. The staff in the Study Abroad Office at WSU is considered as one of its strengths for most committee members so provider options should just supplement other options without moving toward too many provider options and less support from staff in the Study Abroad Office.
5. WSU offers few study abroad options to Canada, which should be a consideration moving forward due to WSU's proximity to the Windsor – Detroit border, potentially lower travel costs, and more complicated logistics/regulations for international travel in general. San Diego State University has an international experience component for a significant number of majors and minors. Their proximity to the Mexican border allows them to have shorter international options (1-6 week or 1-2 days). It is the case here at WSU that students tend to value a shorter study abroad option. They have other commitments such as family or work that make longer study abroad not possible. Siobhan noted that the short 1 – 3 day “study abroad” sprint sounds more like a field trip, which makes her wonder what types of support and resources there are for faculty and students. Michele P. thought that a 1 credit versus a 3 credit course could be offered.

**Credentialing:** The idea of credentialing springs from the idea that universities need to be hubs of lifelong learning. To do that, they need to think innovatively. There need to be the creation of badges and/or micro-credentials that combine life experiences with learning experiences. This subcommittee is very clear that micro-credentials do not eliminate the need for degree programs. Innovative thinking will allow the creation of smaller segments that later may be combined to form a traditional degree. There needs to be a stronger relationship with academic partners.

Academic certificates are tangible non-degree credentials certifying that a learner has completed a learning objective or several learning objectives. These are varied in scope and manner for assurance of learning. Badges are another vehicle for displaying learned skills or achievements whether through a degree program, a certificate, a minor or some other experience. Throughout their careers, individuals will encounter numerous needs to supplement or enhance their skills and partake in professional development. There are several stages of learner development:

1. Core undergraduate learning—before entering the workforce, the learner acquires a broad set of knowledge, skills and abilities with an emphasis on critical thinking, communication and teamwork skills;
2. Early career—the individual learns functional job knowledge to perform the day-to-day duties;
3. Leadership learning—there is a need to acquire further education in managing people and teams;
4. Organizational leadership learning—there is a need for additional learning and refining their leadership skills.

Employers are driving this change as more are accepting of credentials outside of degrees.

Many see micro-credentialing as “equalizers” to societal growth. These micro-credentials were created because of the need for certain skills and the need of individuals to prove that they had acquired these skills. These allow people to enter careers that provide for social mobility and prosperity. They also help create a more diverse workforce. This is sometimes referred to as upskilling. Collaborations and partnerships are the cornerstones for the delivery of micro-credentials.

What about Massive Open Online Courses (MOOCs)? MOOCs are available to everyone and are typically delivered at no cost or at a cost significantly lower than traditional college-credit bearing courses. MOOCs can result in a certificate or in some cases a degree for some subjects.

For Schools and Colleges of Business, the Association to Advance Collegiate Schools of Business (AACSB), their accrediting agency, calls for strategic thinking on micro-credentialing. In 2018, the AACSB set forth a lifelong learning mindset—learning happens after graduation. It advocates the creation of a portfolio of skills in order for the learner to remain relevant and current. It also identifies the most effective methods for skill development—technology-enabled modes of delivery that align with learner needs. The College of Fine, Performing and Communication Arts at WSU is in the process of developing minors that will be open to the entire university.

Nick and Meghan expressed concern that students may feel “nickel-and-dimed” if they perceive the need to earn micro-credential(s) if these are not in their degree programs. Christine brought up that her department (MCLLC) has students who would love to minor in a foreign language but can’t fit a minor into their schedule. Credentialing could work for them. Saying that down the road (more than taking the 5 classes that constitute a minor), they would have a certificate. Neeli stated that credentialing would work for graduate medical students. Any extra credentialing that we can offer here during their medical training is welcomed by students. Meghan stated that this could be a place where WSU can be a leader if we do it right. It would be a win-win situation for both students and the university.

**Subcommittee Members:**

**Students:** Pynthia Caffee, Meghan Courtney, Mike Horn, Sean Peters, Jennifer Wareham, mark wenzel\*

**Study Abroad:** Jane Fitzgibbon, Christine Knapp, Rachel Pawlowski, Brad Roth, Krysta Ryzewski

**Credentialing:** Meghan Courtney, Siobhan Gregory, Barbara Jones, Shauna Reeves, Naida Simon, Neelima Thati

The meeting was adjourned at 3:15 pm.

**The next meeting is NOVEMBER 17 at 1:30 pm via ZOOM.** The invite and link will be sent later. The topic will be the Revisions to the Student Code of Conduct. Materials will be sent closer to the meeting.