

WAYNE STATE UNIVERSITY
ACADEMIC SENATE

PROCEEDINGS OF THE POLICY COMMITTEE
June 24, 2024

Present: D. Aubert; L. Beale; S. Chrisomalis; L. Clabo; D. Donahue; r. hoogland; P. Khosla; J. Lewis; N. Rossi; B. Roth; S. Schrag

Guests: Charles Cotton, VP Enrollment Management; Bethany Gielczyk, Interim SVP, Business Affairs; Tony Holt, WSU Police Chief; Mike Poterala, General Counsel

I. DISCUSSION ABOUT CAMPUS POLICE

Chief Holt was invited to Policy to provide an overview related protest and other actions at the Board of Governors (BOG) April meeting, the encampment removal and the post-encampment activities in May. Gielczyk and Poterala joined the meeting to provide additional insight.

Holt summarized the events of the April 26, 2024 BOG meeting. WSU police knew there would likely be a protest at the meeting because of a rally beforehand. From the beginning, there was some concern regarding the size of the crowd and the limited capacity of the meeting room, but they did relax the standard to allow more people to attend. At a point in the meeting, a person began to disrupt the proceedings using a megaphone to voice their displeasure with lack of discussion of Student Senate resolutions. In connection with this vocal disruption of the meeting, the two exterior doors exiting the BOG meeting were blocked by protest participants who crossed arms with each other elbow to elbow across the exits. Holt was able to crack the door ajar for just a minute to inform the protest participants that they were blocking the exit: this was a fire code violation since no one could exit in an emergency situation. Holt asked participants politely, saying, "I need you to cease your activities, please." At that time, the protest participants caused a diversion which led the officers who were outside the meeting to leave the immediate area; as a result, more people joined the blocking of the doors. His assistant chief inside the meeting along with several other plainclothes officers then told the speaker, "You need to disperse; you have disrupted the meeting; you made your point, but at this time we are going to ask you to leave the meeting because you have disrupted it." They refused. At that time, no one could get out the doors, so Holt and two other officers forced open one door by pushing people aside. Once they got in the hallway, Holt made the announcement that participants must not block the doors. At the other exit door the protestors still would not move, so officers moved in to remove them from blocking the doors. The only force that was used was physically removing protestors from the doors. At that point, police cleared the meeting of those who were disruptive. Two people became combative once out in the hallway, and one person was detained, issued a disorderly conduct ticket and released. Once the protest participants in the meeting went outside, they formed a protest line. No action was needed in response because they were not blocking the exterior doors of the building. Police did advise them, however, that it was a final exam period and there was testing going on in the building, so the megaphone, shouting and disruption inside the building would not be tolerated. They asked protesters to take it outside, which they did. Holt noted no one was injured, no excessive force was used, no one was pepper sprayed and no one was tased. The police tried to handle this as best as they could with the least amount of force possible. Several warnings were given on the exterior of the building where protesters blocked the doors.

Prior to the set-up of the encampment in late May there was a rally slated for the corner of Woodward Ave. and W. Warren on WSU's green space. They did not use the green space, but instead they gathered outside of the Welcome Center. Holt estimated the crowd at that time to be

about 250 participants, including both students and non-students. There were participants who had knee pads, elbow pads, helmets and goggles on, which seemed overboard since the police were there merely to observe the rally. The police do not plan to stop such rallies, but they do try to ensure they are safe when on streets by having a car in the front of the rally group and behind it, to separate the rally from vehicles in the road. Participants continued to march down W. Warren and entered the mall at Second Ave. to gather at the green space in front of the spirit rock and the flagpole.

At that point, the 250 participants were joined by about 50 more and started setting up tents—what would turn out to be the encampment. At the time, there was construction at the DeRoy building and pond area, and it was alarming to Holt that participants removed construction fencing to set up a barricade around their tents. That created a hazard for the construction site. They took traffic cones from Anthony Wayne Dr. and W. Warren, which created a traffic safety hazard: those cones were put there to divert traffic so people do not run into a pothole or a construction site. Then large numbers of pallets were brought in to reinforce the encampment. The police saw Facebook posts calling for more people to help them fortify the encampment. Intel reports indicated they were identifying more areas in Detroit, such as the Motown Museum building on W. Grand Blvd near 14th where there is construction going on, presumably as targets for taking materials to use for the encampment. There were several posts that suggested there were metal objects over there that could be used. Police observed a fire extinguisher and more pallets being brought in. Police made one more visit to that area and told them the encampment is a violation of the university policy on reservable space, but they made no response and would not talk to police at that time. Police let the campaign go on not knowing how long they were going to be there or what the purpose of it was. Holt had officers around the encampment for the safety and security of the university, people using the mall and those in the encampment. He did not want somebody who disagreed with what they were doing causing a disruption within the encampment or something else.

After the encampment went on for several days, there was a call for all Arab men in Dearborn to join the encampment for needed reinforcement. Police diverted several truckloads of pallets and other materials from coming into the camp—not food or water but things to reinforce their encampment or things to possibly use as weapons against the officers. Early on, Holt also noticed extension cords were all over the encampment plugged into university exterior outlets: this was remedied quickly. The participants also expanded the encampment, creating another safety concern: if there had been a major issue at the Lindell house or the west end of State Hall, a fire truck could not have reached it or a medical emergency unit could not have gotten inside the buildings. That endangered the people in the encampment as well as people in buildings in the vicinity, especially once classes began.

At that point, Holt recommended to WSU leadership that the police remove the encampment because of increasing safety and security issues. The day that police removed the encampment, approximately 25 officers as well as the Detroit Field Force (a unit that stands by in case of large disturbances) were involved. Instruction to the Detroit Field Force at the morning briefing was they would have no involvement—they would back up the police but have no involvement unless the police specifically requested assistance because it was getting out of control. The briefing to law officers that morning was to dress in the gear they normally use when trying to break up a large crowd, but instructions were that there would be no use of batons, pepper spray or tasers and no dialogue back and forth. Police assessed the best time to move in on the encampment was when it had the fewest people and the least likely resistance.

The police announced to the participants that they must leave the encampment because of the various policy violations and issued a trespass notice with a half hour to leave. Every ten minutes another command to leave was announced. During the last few minutes, an officer stated, "You

have three minutes to leave the encampment. If you are not gone at that time, you will be arrested." Holt noted there were about eight people remaining in the encampment, and four of them left with no questions asked. The other four said they were not leaving. No force was used: they put their hands behind their backs, were cuffed, taken to a transport vehicle and taken to the WSU police station for processing. After that was done, a crew moved in to clean out the encampment. Participants were made aware before police went in that anything left behind that could not be carried with them would be removed.

At that point, some people gathered at Anthony Wayne Dr. near Keast Commons with the idea of returning to the encampment. This created a new issue, because police had civilians clearing out the encampment and would not let anybody go back into the encampment, requiring a police line to be set up there. There are pictures of officers holding batons, but no violence was used to clear the encampment and no violence was initiated by the officers at the line. One of the participants, however, pushed an officer's face shield so that it hit him in the face: that person was taken to the ground to be cuffed. At that point, two other people jumped in to attempt to free that person from the officer's grip, and they also were cuffed. In all, eight people were arrested and transported to the station, of which four were released with a ticket to appear in court for disorderly conduct to trespass. The ones taken to the Detroit Detention Center were those resisting and obstructing an officer, assaulting a police officer—more serious charges. Holt explained that once arrestees are at the detention center, the typical process is that they are held for 40 to 72 hours until a warrant request is reviewed, accepted or denied. In this case, because of the students and others involved, the police decided to issue an out-of-custody warrant, allowing everyone to be released by 5 p.m. that day.

Linda Beale asked for clarification about the incident with the face shield and resisting arrest. Was that at the encampment or in the later interaction off campus? Holt clarified that took place on Anthony Wayne Dr. There was no violence at the encampment whatsoever. Once the encampment was cleared of the participants, police formed a circle around the area to allow the crew to come in and remove everything in the encampment. At that point nobody was allowed to come back into the encampment.

renée hoogland noted she was surprised Holt indicated that pallets and fences were considered potential weapons when they were being used for fortification of the encampment. Holt explained that pallets are fragile: a person could pull the slats out and use them as weapons. He viewed these as potential weapons, not that they were used as weapons. His concern was with the safety of everybody in the encampment as well as with the safety of the officers. There was no show of force to subdue or to clear the encampment. He took every precaution so that did not happen.

Brad Roth noted there was a reported incident on Anthony Wayne Dr. where a woman had her hijab somehow removed in the course of some sort of altercation with the police. Holt explained that did not happen. The participants at the encampment had their own videographer recording everything police did. After the encampment was over and those participants moved to Anthony Wayne Dr. and Ferry, there must have been 50 phone cameras on the officers; looking at some of the still shots, the cameras were right in their faces. It would have been all over the internet if police had done such a thing, but no one could show a photo of that being done. After Holt had heard that, all the officers' body cam footage was reviewed. The student that the police were attempting to arrest on the ground was the one who charged in to push the officer off: in doing that, her hijab slid halfway down her head—nobody touched it. The lieutenant in charge took his hand and pulled it all the way back up. Once she got up, he took the handcuffs off her and asked if she wanted to adjust it. She said, "thank you" and adjusted it herself. Campus police are very conscious of those cultural things. Officers are trained on that and they brief on that. When the police took the participants to the station for processing, only the female officers dealt with the

female participants. When they had to do an outer pat-down search, the female officers had the male officers turn their backs so the female Muslim students would not be offended. That is the type of care they take. Holt has Muslim officers. Campus police go through these cultural identities and exchanges and are briefed on what would be appropriate or what is not appropriate.

Beale pointed out that another issue raised first in the Student Senate resolution and since brought up a number of times is a claim about Holt's connection to the Israeli Defense Forces (IDF). She noted that she has no facts or sources whatsoever on this. Can you shed any light on what that connection is or what that relationship is? How have the campus police been involved? Holt confirmed he has no connection with the IDF or with the Israeli government. What occurred three or four years ago was an invitation to 10 police chiefs from around the country to go to Israel to talk about active shooter scenarios. It was a law enforcement exchange of information. Holt went, as did police chiefs from Oak Park, Bloomfield Hills, Pittsburgh and Philadelphia. In Israel, they visited police forces as well as cultural sites such as the Jordan River. There was no training by the IDF, nor did he see or meet anyone from the IDF. He has had no connection with Israel since. In fact, he had a second trip planned to go to Lebanon, but that fell through. The visit to Israel was an exchange of information: there was no technical training, no firearms training and no mob control training. They visited the national police headquarters and saw some films about how they manage active shooter in religious organizations, schools and businesses. In turn, Holt and the other police chiefs shared their experiences of preparing for active shooter scenarios. He reiterated he has no relationship with anyone over there at all, and he does not even know the names of most of the people he spoke to or had meetings with while he was in Israel, but they had no meetings with the IDF, only with police officials.

Jennifer Lewis pointed out there is a lot of misinformation floating around and questioned what administrators plan to do to counter the misinformation. The misinformation is not only coming from students. There is this repeated assertion that Holt was trained by the IDF to do mob control on our campus. The string of misinformation is concerning and probably not pleasing to Holt personally or professionally. Gielczyk responded the administration is hoping to issue a letter. Using the Student Senate resolution as a starting point, this letter will go out campus wide. Administrators wanted to wait until after this Policy meeting so that they are engaging in broader communication. The administration is intentional about continuing some of these dialogues in small groups around campus. Students are able to do that as well. Beale suggested to include in the letter a very clear statement along the lines of what Holt has shared with Policy. Many of our stakeholders both within the community on campus and the community off campus do not know what the reality is.

Holt added that he does not use the term "mob control" and that no such training took place in Israel. The key training police departments do is called field force training, and that began in Detroit with the George Floyd incident. In a field force operation, officers are trained on dispersing an unruly crowd with the least amount of contact and injuries. It is a very precise training operation, and nobody gets injured on either side. You still are able to peacefully protest or yell—whatever you need to do. When they talked about active shooters in Israel, they talked about the profile behavior of an active shooter and how to look for the signs before it gets to that point. In thinking about the Virginia Tech active shooter, they had plenty of indicators that person was probably going to do that, but there was no action undertaken to negate it before it happened.

Noreen Rossi asked for Holt's advice to faculty, staff and students regarding an individual's behavior as to what they should look for. Will there be some communication, training or such to provide us with knowledge about what to look for and if a situation arises in a classroom, for example, how to diffuse such a situation? Holt pointed to the policy to fill out a care report if you notice these things are occurring and there are concerns about a student. This report is a chain

that is filled out right away. Of course, if there is an immediate disruption in a classroom, campus police need to be called. They are not, however, the bouncers for staff or faculty—that is not what they do. It is a learning environment, and they want to ensure that that environment goes on peacefully without disruption. If campus police contact a student that has an issue with the professor or the subject matter in their classroom, they are provided avenues for moving forward without being disruptive of everybody else in the classroom. The same goes for students gathering for a protest: we are not there to stop the protest, rather to ensure it can go on peacefully.

Rossi pointed out it would be helpful in the new academic year for that process to be repeated to students, staff and faculty so they know what means are available, should be available and when not to use it. Provost Clabo agreed it is important to make sure at the beginning of each academic year to refresh people's memory about the kinds of things that faculty members might be concerned about and certain behaviors that might be seen in a student, and how to complete a care report. She noted that when a care report is filed it goes to our behavioral intervention team (BIT) for follow-up.

Roth asked whether repercussions are being faced by students, whether in the criminal process or in the disciplinary process, or events that have occurred here. Holt responded the students who were arrested were given out-of-custody warrants. Those requests for a warrant must be reviewed by the prosecutor. The prosecutor can request additional information from police; and they already have requested all video footage, body cam footage and statements of the participants involved. The Wayne County Prosecutor will make a decision whether the out-of-custody warrant will be signed. If the out-of-custody warrant is signed, those people will be notified to appear in court for an arraignment on those charges. Those who were issued tickets for disorderly conduct for trespass have a court date on those charges. Campus police have not filed any student code of conduct charges.

Beale asked how many students have a court date for disorderly conduct or might have an out-of-custody warrant. Holt believes it was only two to four who might have an out-of-custody warrant. He recognized the fact that the university is a center for this type of debate and protest, and decided on an out-of-custody warrant so they could be released at the end of the day.

Clabo noted there were a total of 12 arrests of which six were students. Roth's question was specifically about the long-term consequences for any students, so it is helpful to know how few were actually students that were involved that way. Apparently, there are no disciplinary actions being taken on the initiative of the police. Clabo was not aware of any code of conduct charges that have been filed against any student. Holt added once they do their job by filing the paperwork, they let the system play out. It is for the judge, jury or the magistrate to decide where it goes from there.

Going forward, Steve Chrisomalis pointed out it is important that we keep campus as a place for dissent and for protest. This is not going away, and one of his concerns is to ensure that our students feel safe to do the legal protesting to which they are entitled and on which the university is founded. Saying nothing is inadequate; we need to be more proactive. Most faculty do not have a full understanding of the difference between legal or unlawful protest. Is a faculty member entitled to occupy classroom space for a period of time? Can a faculty member hold a teach-in? It is not at all clear what anyone is entitled to do as a faculty member. We need a firm understanding of our role as a university as a site for lawful protest: that includes a robust defense, not just a toleration. That is not entirely Holt's role, but it is his role in so far as making sure that campus police stay out of the way of our administrators, faculty, staff and students as we make those decisions. Holt responded that he has been involved in protests since he was a student here in 1966. Campus police are not only out there to ensure that you do not occupy

something illegally. They are making sure that a protest can take place, while assessing many facts (i.e., what is being interfering with). There is a process: the decision is made in terms of next steps and not just a quick judgement.

It is unclear to Beale how far one letter from administration can go in dealing with the misinformation that is being circulated. It must be stated upfront in any communication about the response to the encampment, which people tend to label as ‘protest’, that there is protected protest speech but there may be other unprotected conduct involved. It would be helpful to have a clear statement of the fact that we do support protests that are within legitimate time, manner, place protected speech and some statement about conduct like trespass that is not protected. With this being so front and center and expected to recur, it is important to state the obvious as much as possible.

Poterala agreed, noting we always want to try to put people in a position to succeed. We have a whole campus full of people with different roles, responsibilities and viewpoints, and one of administrators’ challenges is they cannot adopt anybody's viewpoint. Part of the difficulty is the term “protest”, which does not have a clear legal meaning. When he presents on these topics he talks about protected speech as opposed to actionable conduct. You may be trying to express your views when you are trespassing on university property, but that does not cure the fact that you are still trespassing. People who trespass are violating the law, and people who block ingress and egress so people cannot get in and out of closed rooms are engaging in conduct that creates a health and safety issue that must be remedied immediately. Poterala will work with administrators or others to try to parse these things. We certainly want to protect—and the police do protect—people's rights to express their viewpoints. That is something that takes place on a university campus all the time. We will not create a roadmap for protesters, but we can help educate the campus community about what is protected speech and what is disruptive or actionable conduct, and the police can certainly talk about that, too.

Damecia Donahue suggested making a short video explaining this. People are more likely to push play on a video and listen for a minute and half rather than reading through a long email. Different mechanisms in which that information can be communicated might be helpful to dispel some of the misinformation. Clabo agreed to take that suggestion back to the communication team, because this is about communication writ large. We may have sent a message that is transmitted to the entire campus community, but it does not mean it is received by the entire campus community.

II. APPROVAL OF POLICY PROCEEDINGS

The proceedings from the June 17, 2024 Policy Committee will be distributed at a later date.

III. REPORT FROM THE CHAIR

Enrollment: Enrollment reports now come from Devon Taylor (Assoc. Dir., Recruitment & Outreach). FTIACs are down 14%, which is concerning. Overall undergraduate enrollment is down about 2.6%. Master's enrollment is still up 11.7%, holding week-to-week over the last six weeks. Week-over-week varies, especially at the undergraduate level because it depends on when there was an admitted students’ session at which they register, so if there was one just before or just after, the FTIAC number varies widely.

Professor Tapan Datta: Clabo shared with Policy news of the passing of legendary College of Engineering Professor Tapan Datta. Condolences to the faculty in engineering.

Message to address Student Senate resolution on policing: As noted by Gielczyk earlier in the meeting with Chief Holt, expect a campus-wide message that will address the Student Senate resolution on policing.

Clabo is also working with Student Senate president Hayden Johnson about how we act on Student Senate resolutions. She has suggested that we bring those resolutions into the University Leadership Council process so that the students on Senate maximize the use of that seat at the leadership council of the university. That is going to be a helpful move forward, addressing some of the discussion Policy had with students earlier in the semester. How do we move that process forward that allows them to have maximum impact and stabilize a process where information goes to the people who are responsible for making decisions?

Planning for Fall Opening: Clabo has requested a Fall Opening planning update from Chanay Peterson (Exec. Asst./COS, Office of the Provost) and Ahmad Ezzeddine (Sr. Vice Provost) to share with Policy. New Student Convocation will move away from Keast Commons and back to McGregor. Events around fall are still unfolding as proposals come in from schools and colleges. The successful faculty brunch will take place, and they are looking for a way to not just replicate last year, but make it feel fresh this year.

Mandela Washington Fellowship for Young African Leaders: The Mandela Washington Fellows cohort arrived on campus last week Thursday and there was an opening ceremony. This is an important six-week leadership development program with 25 impressive fellows from the continent of Africa with a very a diverse variety of experience.

IV. REPORT FROM THE SENATE PRESIDENT

Academic Senate Budget Committee: Beale reported the Academic Senate Budget Committee met that morning. Key items discussed included the use of the one-time capital funds for Reuther Library to get its HVAC system operating, fixing FAB HVAC issues and the continuing expenditures expected for the art building including the elevators. Those documents can be shared with anybody that is interested. The basic budget documents are treated as confidential to the Budget Committee, so those cannot be shared other than what is on the BOG website at this point.

V. ENROLLMENT MANAGEMENT STRATEGIES

Cotton was invited to Policy to share his ideas about enrollment and what he sees as opportunities and challenges. Thus far it has been exciting for him to convene with stakeholders on campus to get a sense of what moves people to do the work here, and how can we start finding more intimate ways to tell that story to prospective students.

Affinity-based communication will be structurally key for many institutions of higher education in order to better tell that value proposition of why we exist to families and stakeholders who continue to question the purpose of higher education. Cotton has been connecting with his leadership team to determine where we are at currently with affinity-based communication. What that means is being able to deliver the right structural content and the right structural experience to individual students when they need it. For example, a student interested in psychology is only interested in the psychology information, not the general website information. How long does it take to get that information to the student? The beauty of the work of enrollment is to find ways to figure out what is of interest to students right away and get them that information they want as well as the information they need to know about who we are and why this is a good place for them, removing some of that additional fluff. We know we are committed to more students getting engaged with undergraduate research, so we might still tease bits and pieces of that. That

is hard work to do at larger institutions. Small privates do that more easily because they work with a small number of students on a counselor level. It looks a lot different when you put thousands of students to an individual admissions counselor. They have to find ways to do that at scale. Cotton will be collaborating with Matt Orr (Program Coord., UG Research) and also some of our external partners. It takes a lot of strategic time and capital as well as reliance on faculty, schools and colleges' expertise for support, and trying to find ways to do that without asking them to do more.

In the past, Cotton has deployed communication campaigns. He considers recruitment to have three dimensions: (i) being able to showcase and tell students what it is that we do well here; (ii) understanding all the things that we do well here; (iii) how to give the students something tangible—ways to engage with those areas of expertise and opportunities to touch base with faculty who care. This is core to what will be strategized over the next several months.

Beale questioned how the affinity stream relates to CLAS as a key undergraduate school. Cotton explained the challenge with colleges of liberal arts, typically the largest college on an institution's campus, is that there is not as much identity when we look at data. Some of the ways to get to that affinity-based work is via chairs. The dean of CLAS is a great advocate of support and enrollment work. There is a recruiter dedicated to that college; however, that recruiter has left the institution, so there are plans for a rehire there. We might be able to pilot with CLAS this year a yield effort or early launch of some of our fall outreach for the fall 2025 class. It is one of the hardest colleges to figure out that affinity stream because it requires so many resources once you break it down by individual departments, and in some cases you have to go down to majors.

Beale assumed that for CLAS, especially with larger departments, it needs to be a department-based marketing calculation rather than a school-based one. Cotton agreed. Even thinking about the many different majors within the business school, for example, there are a lot of similarities foundationally within programs, so if you have a program that is a frontrunner on the national stage you can actually market that to almost all other students in the programs as part of the core experience that all of our students get. That is not necessarily true in CLAS when we think about that very broad distinction.

Beale raised the issue of campus tours that are offered to prospective students. She noted an awful student tour where the prospective student wanted to come here instead of EMU, but the tour experience here was so awful that they ended up immediately accepting EMU. Those tours can make a difference in terms of being genuine or being flops.

Cotton acknowledged the cringe of what is in our control and then what happens in practice. He was given a broader, administrator-level tour of campus from a staff member and took an additional tour with one of our student guides, although that is a different tour because they are communicating to him what campus is, not prospective students. Tours also came up as an encouragement for some of our deans to potentially do as well. This will be on his short list, and he will be letting his direct reports know. The intention is not to be covert to them, rather to catch them in the moment. He was a tour guide long ago and knows where he pivoted in discourse, where he inserted jokes, and not all times would they ring true to everybody in the group. It is not this is what the script says, rather where we catch those fallacies. How do we modify that language given student tour guides and ambassadors turn over every so often? You can have a very formalized structure, but you do not always know what is being said when the student guides are out on the street until the reports come back.

Beale pointed out there can also be a problem if the guide is just reading a script instead of learning the script and being able to talk with those people. Cotton agreed. We want a guide to be honest, but we also do not want them to exaggerate something that another school might have people

not talk about at all. One example might be campus dining. If you personally do not like the food and the question comes up on house campus dining, you do not just say the food sucks, rather there are lots of healthy eating options on campus and you are also surrounded by a wealth of different cuisine in the community that accept Warrior dollars. It is a great place to live, learn and dine both on and off campus. We have a great leader who trains our ambassadors, but there is room for further revisions. How far do we need to go before we are able to sign off that the student ambassador is ready? It is important they are able to move from script to improvisation, but still be able to do it in a way that feels thorough and representative of who we are.

Cotton discussed weekly enrollment and the FAFSA delay whose impact cannot be overstated. There were some articles that came out not long ago that equated the impact of FAFSA delays on the disruption to higher education to the impact the pandemic had on higher education. Ultimately it pushed the recruitment cycle further down the line. We saw the gap start to shrink with FAFSA filers, but it is unlikely that we will catch up to last year's FAFSA filings. Early signs of the recruitment cycle are that institutions of higher education are up in application volume. Over the last several years there has been some level of application inflation as more schools make it easier for students to complete applications. Students may add another school that they apply to, so there could be the same or even a shrinking pie, but you have the placebo of more students in your funnel, which means that there is more competition for those students, which means that inevitably your yield could suffer. One of the challenges with trying to model this out is we cannot rely on prior trends; however, WSU does track closely in the daily report our orientation registration numbers. Given the demographic of students who apply and attend WSU, unlike many of our peers in the state, we do not have the luxury to simply count our confirmation numbers as our sole source because we provide a very large amount of deposit waivers. Students who are Pell eligible should not be trying to figure out where they can scrounge together \$50 to \$300 that some other institutions charge just to tell you that they are coming if inevitably we know we need to find more resources to support them. That skews our ability to trust confirmation data, and instead we utilize registration counts. We also use orientation registration as a slightly early indicator, and over the course of the last two weeks we went from flat for orientation registration—which is a good sign given the very large increase of student population last year this year—to up 2% in the number of students who registered for orientation (up about 100 students as of June 18). While our yield numbers have declined over the past seven to eight years, we were somewhere close to 24% the past two years. Cotton anticipates this year we will be closer to 22.5% to 23% given last week's admitted student count is already slightly higher. That would result in us being up between 1% and nearly 3% in student enrollment.

While last year we had one more orientation date than we have had thus far of this cycle, given we did not have one last Wednesday due to Juneteenth, that was one more day last year that students were on campus registering for classes that we did not have this year. Another important factor for first-year student orientation dates is last year we had 13 and this year we have 15 scheduled. We have another enrollment year-over-year report that we have Institutional Research crunch, and the percent that we are down is also drastically different there (between 14% and 9%). The difference in net orientation dates left from last year to this year for first-year students alone is three. We have had one less, but we have two more scattered than we would have had last year.

Chrisomalis pointed out transfer students are down quite a bit, too. What are we doing on that? Cotton explained they are affected by some of the same conditions as our FTIAC students when we talk about FAFSA delays and also our orientation time frame. They are down orientation count as well, but there is one more orientation scheduled for transfer students this year than last year. Another challenge with the transfer populations is that many of our community college peers have been suffering for the past couple of years, too, which was surprising because we watched the launch of our governor's continuing investment into community colleges and were

anticipating a boom that has not manifested. While there are many streams where our transfer students might come from, that is still one of the largest pathways of the transfer student. Students coming from other four-year institutions is a much lower count. Also being discussed is the untraditional student type—those students who chose no college at all, who then elect to enroll somewhere a year later. How do we increase our share of those students who choose WSU? Cotton is planning to do a tour of additional locations (i.e., Schoolcraft). The other piece of the transfer component is that their time frame is naturally later than FTIACs for making decisions.

Lewis noted one of the things we learned from exploring the suspended Wayne Experience class we used to offer was that other universities do are more immersive experiences for admitted students, such as three-day camping or reading a book and getting together to talk about it. Cotton agreed there is an ethos to that that makes sense for a lot of student populations and taps into an equally important topic of student persistence. Many of those programs are a recruiting tool for us if we have them in place to be able to build excitement for our student to participate, and also to mitigate melt. Some other ways to enter that in the recruitment world is to dispel the myths of the folks in our backyard. How many students in metro Detroit at large did we lose to the west side of the state or out-of-state institutions over the simple fact that they do not want to go to the school that is close to home due to all types of incorrect notions around what Wayne State is? At his prior institution he started a roadshow where they had student orgs put together five- to seven-minute skits around things to get involved in, but also to dispel the myths of staying local. Seniors went to local high schools and spent the whole morning going through those presentations with financial aid and admissions in the background. We are looking into what that might look like and how we might even try bringing WSU to some other markets in the state. We want to make sure we do not lose ground in our own backyard, but we can also allocate more resources to areas where we have not been as prominent.

We have these mobile medicine vans that do all this work in the community. Clabo suggested a fill out your FAFSA mobile station. We need to be thinking creatively. If a guidance counselor is not encouraging it, but the Wayne State-branded van shows up in the neighborhood, that might be something a potential student would do.

Roth noted for a long time he has been trying to get people to take an interest in an idea that dates back about a decade. He and a colleague with two students in common did a program in the community where the mentors and the mentees presented to a group what their experience was. The students stole the show and got across the idea of what it is that they gained from doing research with faculty members at a major national research university. This was presented to a sophisticated group in the suburbs that might ordinarily not consider sending their kid to this local school, which does not have the cachet of some other kind of institution. The reality, of course, is that we have world-class scholars here who are working with undergraduate students systematically, and undergraduate students have a story to tell about that. Perhaps there could be some way systematically to be able to have those kinds of pairings going out in the community and letting people know what those experiences are.

Beale agreed that is a great example because that is something that faculty already working with students could easily add. We could take everybody that is doing an undergraduate research opportunity program (UROP) with students and say this is part of something that you are expected to do if at all possible. We should figure out a way to systematize something like that.

That corresponds to the notion of the three dimensions of recruitment when we bring some of our students into the field with faculty, or vice versa. Cotton is very intrigued to know where we are at in that journey of being able to unpack the breadth.

Donahue pointed out another viewpoint that may not be explored as much is of our online students. She works in a program that is fully online, and while our in-person students face a lot of challenges and difficulties, the online students face those same challenges and a lot more. They are a group whose voice is very rarely heard and there may be an opportunity for exploration.

Clabo shared with Cotton a piece of advice. Enrollment management has been perceived as doing that work separate and apart from the schools and colleges, and what you hear here in this Policy meeting is the vast experience, expertise and innovation that comes from engaging deeply with faculty and academic staff. We have a campus full of folks who want to support his work and want him to support their work in recruiting students to WSU. Our job as academic affairs is to support the work that happens in the schools and colleges.

VI. PROPOSED REVISION TO GRADUATION WITH HONORS

Policy held an initial discussion of the proposal to standardize GPAs for honors across the entire university. A big concern relates to grade inflation and the percentages that would end up with honors with the changes. Another concern is the importance of recognizing the variance among fields and the possibility that changing the norms for some fields will result in a denigration of the honor.

Beale agreed to reach out to Kurt Kruschinska (Sr. Dir, Registrar) for an in-depth statement regarding the origins of this proposal—i.e., what office or person first proposed it and what was the rationale justifying it, and more of the background data.

Approved as revised via email on August 23, 2024.