

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 10
DATE:
December 8,
2022

RECOMMENDATION

STUDENT AFFAIRS COMMITTEE

ACTION REQUESTED

It is recommended that the Student Affairs Committee Agenda for the December 8, 2022 meeting and the Minutes for the October 20, 2022 meeting be received and placed on file.

STAFF SUMMARY

The December 8, 2022 meeting agenda includes a Student Government Collaborative Activities and Events update, a First-Gen Forward presentation and an update on the Student Leader Group House of Representatives.

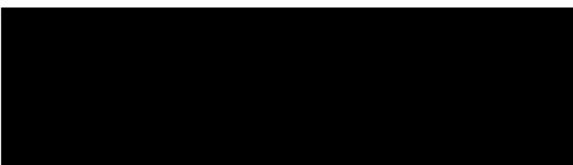
In addition, several announcements will be made.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

The proposed Board action has been reviewed and is recommended for Board approval.



University Executive Officer
Rhonda Longworth, Ph.D.

11/15/22
Date

EASTERN MICHIGAN UNIVERSITY
Board of Regents
Student Affairs Committee

December 8, 2022

AGENDA

- | | |
|---|--|
| 1. Approval of agenda and October 20, 2022 minutes | Regent Beagen |
| 2. Student Government Collaborative Events & Activities | Auryon Azar &
Cedrick Charles |
| 3. First-Gen Forward presentation | DeAndre Caldwell,
LaMarcus Howard,
& Anthony Webster |
| 4. Announcements | |
| • Student Leader Group House of Representatives | Lucas Langdon |

Eastern Michigan University
Board of Regents
Student Affairs Committee
201 Welch
Minutes of October 20, 2022

MEMBERS PRESENT

Regents: Dennis Beagen, Nathan Ford

Administration: Dean Ellen Gold, Lucas Langdon, Provost Rhonda Longworth

GUESTS

Administration: Jeff Ammons, Sara Bamrick, Meg Castro, Esther Gunel, Regent Eunice Jeffries, Justin Jett, Walter Kraft, Lisa Lauterbach, Kevin Lawson, President James Smith, Ron Woody, five other guests who were not signed in

Students: Auryon Azar, Cedrick Charles, Karley Misek

Regent Beagen called the meeting to order at 10:06 am. The agenda for the meeting, and the minutes from the meeting held on April 21, 2022, were approved. Regent Beagen asked Dean Ellen Gold to introduce the presentations.

Student Government Presentation

Dean Ellen Gold introduced Auryon Azar, Student Body President, and Cedrick Charles, Student Body Vice-President. President Azar shared that Student Government has five points of focus for this academic year – campus safety, education accessibility, mental health support, environmental sustainability and building community on campus. Funds will be allocated based on these points of focus.

Approximately 1,300 Eastern Michigan University students, staff and faculty have set up New York Times accounts. Student Government will offer subsidized AATA bus passes for students – the cost to a student is only \$5. A Student Government senator worked with Chartwells, and 150 OZZI reusable food containers have been donated for distribution to students.

Vice-President Charles stated that two new Senators were appointed at the October 18, 2022 meeting. A workshop was held with the Senators to determine the areas of focus for 2022-23.

Regent Ford asked if Student Government had considered offering subscriptions to the Wall Street Journal. President Azar replied that they would investigate this option. Regent Beagen asked how the Forensics Team is doing. President Azar replied that the team is strong, and has been winning most events.

Campus Life Coach Program Presentation

Dean Gold introduced Sara Bamrick, Coordinator for Student Engagement and Activities, and Karley Misek, Campus Life Coach. Sara stated that this program was originally created as a resource for helping students become engaged in co-curricular activities. The previous iterations were not sustainable, and the new

version has been designed to include strong collaboration and integration across campus. Numerous departments participated in the design of the new program. Focus groups were held and surveys were completed to determine the best way to devise and implement the program.

Many students do not become involved in co-curricular activities because they are not aware of what is available, and/or do not have the time to participate. Most students who do get involved, and stay involved, do it because of the relationships that they develop. The foundational framework for the program is based on the Astin Theory of Student Involvement, the Baxter-Magolda Theory of Self Authorship and the Sanford Theory of Challenge and Support.

There are four Campus Life Coaches, and each coach will have a mentor. The mentors are EMU staff members. Coaches will focus on four different areas – Career and Academic Connections, Personal Connection, Service and Community Impact, and Expansion and Exploration.

Program goals for 2022-23 include establishing one-on-one mentoring opportunities, establishing a “Program Pals” initiative, designing and promoting reflection materials, and strengthening the impact and use of the Engage app. The team plans to develop a presence on campus, work on the Relationship Reboot project with the EMU Players, and strengthen departmental connections.

Regent Beagen asked the average number of hours that EMU students work. Sara replied that based on the 250 surveys that were completed, 37% of students work 11-20 hours per week, and 20% work 21-39 hours per week. Sara added that the Campus Life Coaches are paid for the work that they are doing. Provost Longworth said that on campus jobs are preferable for students. Regent Beagen added that the retention rate for students who work on campus is higher. Regent Beagen feels that this program will help students engage with groups that they might not otherwise have known about.

Student Leader Group Update Presentation

Dean Gold introduced Lucas Langdon, Director of Campus Life, and Auryon Azar, Student Body President. She also introduced Chotika Pitaktouyhan (Fah), who is the president of the International Student Association.

Lucas stated that since the 1990s, Eastern Michigan University has had a Student Leader Group. This group had the ear of Administration and the Regents. The COVID-19 pandemic drove the thought about changing the format of this group. The group has been redesigned to allow a representative from each recognized student organization to participate. Participation is not mandatory, but it will be highly encouraged. Of the approximately 185 currently recognized student orgs, 70 have signed up to participate. Benefits to participating student organizations include having direct access to university decision makers, increased opportunities for collaboration, amplifying the message and work of the student organizations, and tapping into a network of amazing EMU student leaders.

The first meeting was held on Monday, October 17, and 40-45 students attended. Of these students, 12 expressed interest in leadership positions, and 18 stated that they would like to work on developing a Constitution and Bylaws. A Google Space was suggested, which will allow students to share information about planned events. This group will be student-led - they will determine the meeting day and time, and elect officers.

President Azar stated that Student Government supports this initiative. When he and Vice President Charles transitioned into their roles, they realized that student organizations needed a way to communicate. This change will reshape the way that student organizations interact.

Regent Ford is encouraged by this presentation. He asked what is being done to interest the other 110 student organizations to participate. Lucas replied that word of mouth will be a big part – as student organizations see and hear of the benefits, they will become interested in participating. Lucas is also working many angles – sending emails putting the information in newsletters, posting online, and contacting student organization advisors.

Regent Beagen added that there are resources available on campus, and all students who are trying to establish a group will be listening. Lucas replied that Present Azar and Vice President Charles have been discussing the best way to let students know about available resources.

The meeting adjourned at 10:52am.

Respectfully submitted,

Michele Rich
Student Affairs Committee Recording Secretary



EASTERN MICHIGAN UNIVERSITY

COMMITTED TO BEING FIRST-GEN FORWARD

DECEMBER 2022
STUDENT AFFAIRS COMMITTEE
BOARD OF REGENTS MEETING

DEANDRE CALDWELL, CASE MANAGER - DEAN OF STUDENTS
DR. LAMARCUS D. HOWARD, DIRECTOR - DISABILITY RESOURCE CENTER
ANTHONY WEBSTER, PROGRAM DIRECTOR - TRIO
JULIA HECK, UNIVERSITY OMBUDS





**FIRST-GEN
FORWARD
PROJECT**



NASPA[®]

Student Affairs Administrators
in Higher Education

**CENTER FOR
FIRST-GENERATION
STUDENT SUCCESS**

AN INITIATIVE OF NASPA AND THE SUDER FOUNDATION



First-gen Forward is the national model for scaling holistic first-generation student success.

This program engages and empowers institutions of higher education to radically transform the first-generation student experience, advance academic and co-curricular outcomes, and build more inclusive institutional structures



Cohort Based Experience

53

**Institutions
2022/2023
cohort**

45

**States + the
District of
Columbia**

**Since 2019*

277

**First-Gen
Forward
Institutions**

**Since 2019*

Program Requirements

To complete Phase 1 of the First-Gen Forward program, you are required to complete several key learning tasks, as well as set and achieve institutional goals.





WHAT IS FIRST-GEN?

EMU Defines First-Gen Students as

Admissions

Students where neither parent nor legal guardians living in the household hold a 4-year degree

Financial Aid

Students whose parents did not complete a four-year college or university degree

Data on First-Gen Students



1 in 4
students at
EMU identify
as **First-Gen**

Among students who graduated with a bachelor's degree in academic year 2015–16:

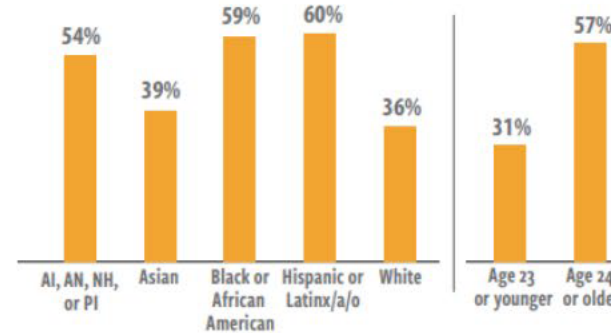
42%

were **first-generation college graduates** (parents did not have a bachelor's degree)

58%

were **continuing-generation college graduates** (at least one parent had a bachelor's degree or higher)

Percentage who were first-generation college graduates, by race/ethnicity and age at graduation



Higher percentages of **AI, AN, NH, or PI; Black or African American; and Hispanic or Latinx/a/o** college graduates were **first-generation** than Asian and white graduates.

A higher percentage of graduates who were **age 24 or older** were **first-generation** than those who were 23 or younger.

CENTER FOR FIRST-GENERATION STUDENT SUCCESS
AN INITIATIVE OF NASPA AND THE SUDER FOUNDATION



**FIRST-GEN
STRENGTHS,
CHALLENGES,
& BARRIERS**

Through their lived experiences, first-gen students center being "first" as: a beacon of hope, a call to imagine beyond limits, a challenge to blaze trails, and an opportunity to dare to dream.



First-Gen Challenges & Barriers

Academic

Navigating the academic system, university resources, and college readiness.

Personal/Social

Financial concerns, housing/food insecurity, competing priorities, isolation.

Psychological

Family dynamics and guilt, imposter syndrome, addressing mental health.

Technology Gap

Lack of access and limited understanding in navigating university online systems

Communication

Email vs. Text, Canvas Messages, University Language/Acronyms



**SUPPORTING
FIRST-GEN
STUDENTS**

SUPPORTING FIRST-GEN STUDENTS

Be Transparent

Don't assume your students know college lingo and aconyms.

Fight Invisibility

Acknowledge your first-generation students. Let them know you see them.

Keep an Open Mind

First-Generation students bring a variety of skills to our campuses. Their unique view could be valuable.



**FIRST-GEN
FORWARD
PHASE 1
GOALS**

Priority Area 1:

Promote Student Success & Engagement

- Awareness & Visibility
- Increased Engagement & Support

1. Increase student persistence efforts through enhancing awareness and understanding about who our first gen students are and encompass;
2. Increase student, faculty, staff, and community engagement; and
3. Facilitating the continued expansion of a culture of belonging and care as it pertains to EMU's first-generation population.



Priority Area 2:

Reduce or Remove Institutional Barriers for Student Academic & Personal Success

- Institutional Assessment & Gap Identification
- Enhancement of Communication & Resources for Transitioning To, Through, and Beyond EMU

1. Increase student persistence efforts through identifying institutional barriers that lead first-generation students to exit the institution;
2. Engaging in institutional assessment efforts to address gaps for first-generation students at EMU; and
3. Foster collaborative partnerships across academic and student support services to streamline communication and build proactive resource pipelines for assisting first-generation students and families in transitioning into, through, and beyond EMU.





**LOOKING
TO THE
FUTURE AS
FIRST-GEN
SCHOLARS**

FIRST SCHOLARS: A NATIONAL SCALING MODEL



Phase I: First Scholars Phase I (First-gen Forward) formalizes institutional commitment to build a foundational understanding of first-generation student success through peer networking, shared knowledge and resources, and establishing community.



First-gen Forward Designation earned upon completion of Phase I.

Phase II: First Scholars Phase II focuses on establishing key approaches to advancing first-generation efforts, utilizing diagnostics to establish sustainable institutional infrastructure, and identifying data-informed goals in alignment with desired outcomes.

Phase III: First Scholars Phase III supports institutions through implementing and scaling goals through continuous improvement and creating a reflexive environment for growth and innovation.



First Scholars Elevate Recognition earned upon completion of Phase III.

Phase IV: First Scholars Phase IV positions first-generation friendly institutions to elevate institutional successes via iterative continuous improvement, and to network with other transformative institutions nationally.



Call to Action

**Join us in being
First-Gen Forward!**



**THANK YOU
&
QUESTIONS**