



FACULTY SENATE

Student Affairs Committee
Minutes

427a Waterman

March 7, 2019

8:30-10:00

- Present** Kenneth Allen (CNHS), Sin Yee Chan (CAS), Thomas Chittenden (GSB), Jonathan Flyer (LCOM), William Louisos (CEMS), Patricia Mardeusz (LIB), Omar Oyarzabal (CALC), Cathy Paris (FS President), Berke Tinaz (GSS), Nancy Welch (CAS)
- Absent** Mia Hockett (LCOM), Jennifer Prue (CESS), Trish O’Kane (RSEN)
- Guests** Thomas Borchert, Brian Reed, Jeff Rettew, Annie Stevens

Co-Chair Thomas Chittenden called the meeting to order at 8:33 in Waterman 427a.

1. **Minutes.** The minutes of February 14, 2019 were approved as written.
2. **SAC Academic Calendar Resolution Update, Thomas Chittenden.** This was presented to the full Faculty Senate at the February meeting. It passed with a 98% approval.
3. **Student Rights & Outside of Class Required Attendee Events Survey and Next Steps, Omar Oyarzabal.** The survey went out to more than 1,000 students randomly selected by the Office of Institutional Research. The survey will remain open for two to three more weeks. After the survey is closed the data will be analyzed and a plan to move forward will be made. Omar will present a final report on the data at the next meeting.

Work Outside of Class Survey
(outside designated class meeting times)

Preliminary Report

Data Collected on 3/1/2019

Omar Received Data on 3/4/2019

Data and Important Notes

- Message sent to 1,007 emails
- Sample of students designed by the Office of Institutional Research
- Data from Spring 2019 registration
- Five students (random) per program
- Combination of major and degree code
- Example, a BA in CHEM and a BS in CHEM are separated
- Everyone included for programs with fewer than 5 students

Data and Important Notes

- 131 responses (13%)
 - 111 complete responses
 - 74 provided type of activity and/or comments
- Only one answer from the Grossman School of Business
- I will present a summary of the responses from type of activity and comments

Data and Important Notes

- 11 individuals submitted names for a follow up interview
- Only 10 provided contact information
- Only 1 individual from this group is part of the original 1,007 individuals reached by email

Survey Flow

5 demographic questions

Q6. Have you had the experience of course instructors requiring you to attend activities which occur OUTSIDE of a course's regular scheduled meeting times and that would impact the grade in that course?



NO → end of survey

Yes, 4 questions of interest, two with text:

Type of activity (describe)

Comments

Demographics

	Number of Responses	Percent of Responses
Part-Time	3	2
Full-Time	128	99
First-Year	34	26
Sophomore	42	33
Junior	31	24
Senior	22	17

2 students responded 'other' when asked about their class standing

- Post Bac (1 response)
- Sophomore Transfer (1 response)

Demographics

	Number of Responses	Percent of Responses
CAS	67	51
CALS	16	12
CESS	15	11
CEMS	13	10
CNHS	11	8
RSENR	8	6

Responses by College

Number of Credits Taken by College

	12-15 Credits		More than 15 Credits	
	n	%	n	%
CALS	7	44	9	56
CAS	30	45	37	55
CESS	9	60	6	40
CEMS	4	31	9	69
RESNR	3	37	5	62
CNHS	3	27	8	73
Total	57	43	74	56

Number of Credits Taken Per Semester

	Number of Responses	Percent of Responses
1-5 credits	0	0
6-11 credits	0	0
12-15 credits	57	43
More than 15 credits	74	<u>56</u>

Activities Outside of Scheduled Course Hours

Have you had the experience of course instructors requiring you to attend activities which occur OUTSIDE of a course's regular scheduled meeting times and that would impact the grade in that course?

	Number of Responses	Percent of Responses
Yes	84	66
No	43	34

Activities Outside of Scheduled Course Hours

How many times were you expected to attend activities that occur outside of a regular schedule course time and that impacted your grade in that course?

	Number of Responses	Percent of Responses
1 time	10	12
2 times	30	37
3 times	19	23
4 times	5	6
5 times or more	18	22

Mean number of times: 2.89

Ways of Informing Students About Expectations (n = 78)

Check all of the following items which describe how you were informed of course expectations which occurred outside of a course's scheduled meeting times and that impacted your grade on that course.

	Number of Responses 'Yes'	Percent of Responses 'Yes'
Announcement in a lecture	69	88
Announcement via email	45	58
First week of classes	39	50
In the syllabus	57	73
In expanded course description	7	9
Notes section on the registration portal	2	3
College or program handbook	0	0
The week before the event	24	31
Other	2	3

Total 78 || 2 'Other': Blackboard and During class

Type of Activities - Comments

- 74 responses describing **type of activity** and providing **comments**
- 36 responses that include words:
 - Mandatory (syllabus)
 - Required
 - Perceived as positive

Summary – Demographics

- 99% full-time students
- 59% first-year and sophomore students
- 51% of the students were from CAS
- 33% of the students were from CALS, CESS and CEMS (~10% from each college)
- **Credit hours**
 - 43% taking 12-15 credits
 - 56% taking More than 15 credits

Ways of Informing Students About Expectations (n = 78)

	Percent of Responses 'Yes'
Announcement in a lecture	88
Announcement via email	58
First week of classes	50
In the syllabus	73
In expanded course description	9
Notes section on the registration portal	3
College or program handbook	0
The week before the event	31
Other	3

4. **Credit Bearing Residential Learning Communities Discussion – Thomas Borchert.** The main concern is that the residential communities are not funded equitably. The largest contributor to this is that the course requirements are different. COMU1 is a three-credit course where all other learning community courses are one credit. This causes an imbalance in revenue among the communities. Some of the other concerns the committee had included.
- Academic rigor of the COMU1 class.
 - Accessibility for students who already have really full class loads.
 - Consistency throughout the communities.
 - Access to the most desirable dorm should not be tied to a course.

- Who oversees the courses of the residential learning communities? Is there a structure like used with the General Education courses?
5. **SAC Chair 2019/ 2020.** The Faculty Senate will send out a call for nominations for SAC Chair for the 2019/2020 academic year. The nomination period will be open for a week and then an electronic election will be conducted by the Faculty Senate Office. Any member of the SAC can act as chair or co-chair, for more information members can reach out to Thomas Chittenden or Jennifer Prue for information.
 6. **New Business.** The SGA has passed a Resolution Recommending the Inclusion of Statements Encouraging Student Wellness on College Syllabi. This will be brought to the SAC or perhaps the CAC for consideration of indorsement.

General Statement + Resources

The university setting can be both stressful and challenging for students, who are often expected to handle deadlines, coursework, multiple identities, co-curriculars, and outside work, all in a timely manner. These challenges are often compounded by unexpected setbacks and challenges outside of the classroom. In order to not be caught off-guard, it is important for students to take care of themselves; by regularly maintaining a balanced diet, getting enough rest, being aware of their mental health and emotional needs, managing their relationships with other people, and taking time for themselves.

In order to succeed in life, you must be conscious of your health and wellbeing. Without a solid foundation of healthy habits and awareness of personal needs, it is difficult for a student to perform to the best they can, let alone achieve academic success. If at any point you are having difficulties that are impacting your ability to succeed, please reach out to myself or your academic advisor before it becomes overwhelming. Additionally, we encourage you to seek support and access both academic and health resources outside of the classroom. We understand you'll struggle and be stressed, but there are many resources that exist on-campus which can empower you to succeed mentally, socially, and physically. Below are a few of those resources.

Resources

• *Clinical Services*

- ○ *Catamount Recovery Program (Addiction Support)*
 - Email: recoverycommunity@uvm.edu
 - Website: <https://www.uvm.edu/recoverycommunity/>
- ○ *Counseling & Psychiatry Services (Mental Health)*
 - Jacob's House, 146 S. Williams St.
 - Wright Hall, 436 S Prospect St.
 - Website: <https://www.uvm.edu/health/CAPS>
- ○ *Living Well (Education, Prevention, Self-Care)*
 - 1st Floor, Davis Center, 590 Main St.
 - Email: LivingWell@uvm.edu
- Website: <https://www.uvm.edu/health/livingwell> ○ *Student Health Services (Healthcare)*
 - 425 Pearl St.

- Website: <https://www.uvm.edu/health/SHS>

- **Identity Centers**

- ○ **Interfaith Center**
 - Phone: 802.656.4703
 - Website: <https://www.uvm.edu/interfaithcenter>
- ○ **MOSAIC Center for Students of Color**
 - 802.656.3819
 - Website: <https://www.uvm.edu/mcsc/>
- ○ **Prism Center**
 - Phone: 802.656.8637
 - Website: <https://www.uvm.edu/prism>
- ○ **Women's Center UVM Campus Advocate**
 - Phone: 802-656-7892
 - Website: <https://www.uvm.edu/womenscenter>

Here are some additional resources that we may want to include:

- ● **Campus Rec / Gym (Fitness)**
- ● **Green Cab / Safe Ride Home (Transportation and Safety)**
- ● **Rally Cat's Closet and Food Pantry (Food Insecurity)**

This will be considered at a future meeting.

The meeting adjourned at 10:03 am. The next meeting of the SAC is scheduled for April 18, 2019 from 8:30am to 10:00am in Waterman 427a.