



FACULTY SENATE

**Student Affairs Committee**  
Minutes

427a Waterman  
May 9, 2019  
8:30-10:00

<b>Present</b>	Kenneth Allen (CNHS), Thomas Chittenden (GSB), Jonathan Flyer (LCOM), Patricia Mardeusz (LIB), Cathy Paris (FS President), Jennifer Prue (CESS), Berke Tinaz (GSS)
<b>Absent</b>	Sin Yee Chan (CAS), Mia Hockett (LCOM), William Louisos (CEMS), Trish O’Kane (RSEN), Omar Oyarzabal (CALS), Nancy Welch (CAS)
<b>Guests</b>	Susan Marie Harrington, Cha Srna

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Co-Chair Jennifer Prue called the meeting to order at 8:35 am Waterman 427a.

1. **Minutes.** The minutes of February, April and May will be presented and voted on for the September meeting.
2. **Advising Award Update.** Joan Rosebush was the inaugural winner of this award last year. This year Lia Cravedi has received the honors. Jen will pass this information on to have presented at the May Faculty Senate meeting.
3. **GGP/International Student Advisory Committee Update – Susan Marie Harrington**

## Multilingual Advisory Committee 2018-29 Highlights.

### Committee charge:

- provide oversight and advice on the structure of the Global Gateway Program (GGP) and student outcomes, including
  - providing guidance to the director and faculty of the GGP regarding program design, structure, timing, admissions processes, and direction of the program
  - reporting to the Senate about program evolution and outcomes
- promote discussion and exchange among faculty and students about the needs and

challenges of international students, and faculty teaching international students

- communicate with the faculty about pedagogical and academic matters concerning international students, including supports available for faculty and students
- make, as appropriate, recommendations to the Faculty Senate or other appropriate governance bodies recommendations on institutional supports needed to ensure the integrity of international students' experiences and their success.

The committee will report to the Senate and/or Student Affairs Committee at least yearly, and at the end of the spring semester will make a recommendation about the future composition of the committee.

Membership: Susanmarie Harrington (CAS/WID, chair); Sheila Boland Chira (CAS/Writing Center Director, ex officio); Joan Rosebush (CEMS); Susan Hughes (GSB); Todd Pritchard (CALs); Stephanie Loscalzo (CAS-Student Services); Sara Solnick (CAS-Econ); Walter Poleman (RSNER); Jeremy Sibold (CNHS); Ben Sienicki (CESS/GGP; CAS-Linguistics)

The committee extends its thanks to Marthe Russell (CESS/GGP) for sharing her research into the international student experience at UVM; Gayle Nunley (Director of Global Education Initiatives), who shared info about internationalization at UVM and the GGP; and Alex Yin and Larry Granillo (OIR) whose reporting and analysis of institutional data was invaluable.

## Work Plan

- Survey of faculty to get a sense of what issues, concerns, and successes we should be aware of in our work
- Review of OIR data regarding student performance: what is the nature of international students' academic experiences, and what is it possible to know about that? What can we learn by looking at outliers (high and low performing), particularly in specific areas such as Economics?
- Learning sessions on what current supports are available to faculty so that we can communicate them more widely; also interest in learning more about OIE orientation about academic integrity and other academic matters for students who are not in the GGP program
- Learning sessions on GGP's evolution in light of student performance and ongoing conversations with faculty within GGP/across university.

## Seeking answers in institutional data

- GGP students and international students more generally are succeeding at UVM. It's only when we reach a very fine grain of detail, i.e. looking within specific majors at particular/smaller subsets of students, that we see notable performance differences between international and domestic students.
- There are subgroups of struggling students—both L1/L2, international and domestic.
- Most students—both L1/L2, international and domestic—are successful.

- Institutional data is unable to provide easy ways to identify struggling students.

## Understanding student/faculty experiences

- Marthe Russell's research reveals enormous diversity of faculty views about international students in general, with a sizeable number of respondents citing particularly negative views of Chinese students at UVM
- More than 1/3 faculty respondents had concerns about international students at UVM
- Nearly half of faculty respondents felt not confident promoting international students' success

Slide by M Russell

### Recap: Major Findings from Faculty

- 92% believe ALL international students at UVM are in need of additional linguistic, academic, or social preparation (Among these, language skills are unanimously ranked as top priority)
- 71% report difficulty encouraging class participation among international students
- 49% say they have to re-explain their course content
- 44% see issues with collaboration among international and domestic students
- 40% recommend library/writing services or tutoring (Yet only 17% and 9% of international students actually report using them).

Slide by M Russell

Question: What types of support for teaching international students would be most helpful to you?

Dedicated TA support for international students in my courses	45%
Extra note-taking or study skills mentoring for int'l students in my courses	44%
Scheduled multilingual writing support for my course assignments	27%
Department or discipline-specific workshops	44%
Small group consultations or faculty facing similar issues	33%
Online recommended resource list with relevant scholarship	25%

"Although it was not on the list above, choosing wisely who they will have as academic advisers. They need to be assigned to those advisers in a department who are known for being empathic, supportive and will push the students in a positive way to do their best."

## Slide by M Russell

### Illustrative comments from faculty

(read in the context of that 68% of students report noticing a difference in faculty attitude toward international students)

- "Chinese students virtually never participate in class, never volunteer to lead, often do not show up for team meetings outside of class, and are unwilling to compare and contrast anything with their home country experience. European and other Asian students sometimes, though rarely, speak up. They do better at team projects, but do not lead on assignments."
- "Chinese students specifically, do not participate with rare exceptions. Other Asian students Russian, Thailand, & India, European, and even African students do participate. I provide lots of low risk opportunities which don't seem to change things."
- "When students in my large intro class gather into informal groups to conduct an exercise, the most of the Chinese language speakers do not participate. However, other international students engage."
- "the one semester study abroad foreign students who have taken my course have been especially impressive"

Note: Russell's presentation included a great deal more information and led to extended discussion over multiple meetings.

## Institutional Obstacles

- Overall lack of coordination of faculty development/curriculum development resources
  - Lack of awareness of resources available for faculty
  - Lack of coordination with departments/programs
  - Lack of faculty preparation
- Uneven level of faculty knowledge regarding multilingual and/or international student experiences
- Lack of student uptake of available supports
- Barriers to social inclusion/isolation of multilingual students

## Recommendations

- Committee workings:
  - maintain cross-college membership with additional representation from departments who have high %/#s of international students
  - establish clarity on who appoints members and create terms for members to ensure continuity and progress
  - establish clarity on route for committee recommendations for change
- Explore possibilities for add-on support sections (following the Psychological Science model)—in particular establish a pilot for Econ in Spring 2020. (This is an example of a notwidely-known sort of support that is possible)

- Issues of how students would be encouraged/required need to be worked out
  - Explore roles for peer mentors, ESL faculty involvement and Econ faculty involvement. If reteaching of Econ concepts is needed, then some Econ faculty involvement is necessary.
  - Use a Universal Design for Learning model to make support available for all students—even as we focus on success for international/multilingual students, need to recognize that interventions can benefit many students, and remove barriers for all
  - Need to determine best place for interventions (Econ intro vs. intermediate courses), staffing, funding, content § Build on what we know has already worked, but need to develop context-specific interventions
  - Make the possibility for such add-on courses more widely known and cultivate a system for identifying courses where they would be useful
- Increase online presence for faculty support
  - Writing in the Disciplines and the Center for Teaching and Learning both offer resources, but it's not clear how widely known this is
  - Increase workshops and materials (which may involve more publicity for what's already available and also involve creation of additional workshops/materials)
  - Bigger web presence
  - More coordination/regular schedule
  - Department or discipline-based workshops
  - Can share current practices that could be helpful (e.g. Rosi's calc experiences/Todd's meetings);
- Need to make sure faculty who are working with large #s/%s of international students have support needed
- Increase student uptake of available supports/tweak student supports. As is the case with add-on sections and existing workshops, there are student supports that are already available, but are underutilized.
  - Connect with Residential Life to explore ways to reduce social isolation
  - GGP: perhaps change orientation to find ways to encourage post-GGP students to use more campus resources, such as including more on-site visits to spaces such as the library/writing center/tutoring center; build in advising checks about student uptake of relevant services
  - Study Group does videos of current students—maybe draw on their resources to help elevate student voices? Particularly positive experiences?
  - Use a stipend to permit RDS student(s) to create videos

## Committee's uneven work toward charge

- Part of our charge is to provide oversight/guidance to the GGP. Ben Sienicki played a valuable liaison role, and the committee chair and Gayle Nunley were in contact through the year, but the structure and nature of oversight/guidance needed could be clarified.
- Graduate students' / graduate faculty experience is not yet reflected in our work.

## Ideas for next year:

- One unsettled issue: the committee had mixed views on whether multilingual students should get access to extended time on tests
- Expand membership to include more related offices? This would create more diversity of perspectives at the table, but very large committees can be unwieldy. Perhaps, then, consider establishing points of connection with other units by inviting more guests? Possibilities:
  - Keith Williams, tutoring services
  - Dani Comey
  - Office of International Education
  - Residential Life
  - Sarah Warrington, on Navigate (UVM Advising Software and Platform) and its possibilities for flagging students
  - GGP advisors
  - International student services and career advisors

#### **4. Students Rights and Responsibilities Continued Discussion about Mandatory Outside of Class Meeting Events-Kenneth Allen.** This conversation will be discussed in the fall.

#### **5. Student Wellness Resources Advocacy – SGA Resolution – Cha Srna & Thomas Chittenden.**

##### **Resolution Recommending the Inclusion of Statements Encouraging Student Wellness on College Syllabi**

WHEREAS, the University of Vermont (UVM) has publicly stated its dedication to physical and mental health and wellbeing<sup>1</sup>,

WHEREAS, UVM has seen a 43% increase of undergraduate students being diagnosed or treated for mental health conditions<sup>2</sup>, (attachment 1)

WHEREAS, in February 2018, the UVM Risk-Opportunity Portfolio identified Increased Student Health Needs as a new top priority risk to be addressed<sup>3</sup>, (attachment 2)

WHEREAS, Harry Chen, the Executive Director of the UVM Center for Health and Wellbeing (CHWB), and Dani Comey, the Director of the University of Vermont Center for Academic Success, have recently expressed their continued support and efforts in continuing to provide mental health support,<sup>4</sup> (attachment 3)

WHEREAS, within that article, they are quoted as saying “we are committed to continuing to engage in conversations to address current student health concerns,” as well as continuing to “work and develop ways that can better meet student needs,”<sup>5</sup> (attachment 3)

WHEREAS, it can often be difficult for students to recognize and speak up about their health, especially their

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<sup>1</sup> <https://www.uvm.edu/health>

<sup>2</sup> This is above the national average of 30%

<sup>3</sup> [https://www.uvm.edu/trustees/board\\_mtgs/meetings/2018\\_feb/Feb\\_2018\\_Board\\_Book.pdf](https://www.uvm.edu/trustees/board_mtgs/meetings/2018_feb/Feb_2018_Board_Book.pdf)

<sup>4</sup> “UVM mental health professionals: we care about you.” Letter to the Editor. The Vermont Cynic, 13.11.2018 edition.

<sup>5</sup> Ibid, 4.

mental health, given the social norms and stigmas which currently exist against them,<sup>6</sup>

WHEREAS, the CHWB at UVM, in talking about illnesses and absence from class, says that they “encourage open and honest dialogue between students and instructors throughout the semester and in particular when students are unable to attend class,” (attachment 4)

WHEREAS, all faculty members are considered by UVM as mandatory reporters, and are required to “Refer reporting individuals to additional campus resources,” including the Counseling and Psychiatry Services and the Student Health Services,<sup>7</sup>

WHEREAS, schools such as Carnegie Mellon University, The University of Utah, The University of Florida, and Virginia Commonwealth University all recommend and support the addition of statements of student wellness within their college syllabi checklists,<sup>8</sup>

LET IT BE KNOWN, that, in order to destigmatise and advance the conversation of mental health, physical health, and student wellbeing on our campus, that university faculty are encouraged to recognize and include statements of student wellness on their syllabi for their courses,

LET IT BE KNOWN, that, by including statements of student wellness on syllabi for students, that this will offer students suggestions for living a proactive and healthy lifestyle that will allow them to succeed in their day-to-day life and their academics, a chance to recognize what options are available should they have any issues they are dealing with, and that what they are going through is a legitimate issue and should be recognized as a result,

LET IT BE KNOWN, that, by further including information on available resources at UVM which are designed to help students succeed, such as about the Counseling and Psychiatry Services, the Student Health Services, and Living Well, in conjunction with statements made on ACCESS, that this will further the student’s understanding of what resources are available to access for seeking help and treatment,

LET IT BE KNOWN, that we advise university bodies such as the Center for Health and Wellbeing, and the Office of the Provost and Senior Vice President’s Student Affairs Office, to all discuss, educate, and explore the methods (e.g. including resources in Blackboard course templates for all UVM classes, myUVM portal login splash screen reminders, UVM template syllabi with suggested language for this and other important topics like religious holidays/accommodations, etc.) in which professors can best include these statements on their syllabi,

BE IT RESOLVED, that, though not required, faculty and instructors who wish to further engage, facilitate, and encourage open and honest dialogue with their students when it comes to health and wellbeing can include themselves as a resource for their students.<sup>9 10</sup>

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<sup>6</sup> Stacy L. Overton and Sondra L. Medina, “The Stigma of Mental Illness,” Pitzer College Journal of Counseling & Development, Volume 86, written Spring 2008, accessed 2nd of December, 2018, <http://pzacad.pitzer.edu/~hfairchi/pdf/psychology/Social&Diversity/Overton%282008%29StigmaMentalIllness.pdf>

<sup>7</sup> [https://www.uvm.edu/aaeo/mandatory\\_reporters\\_and\\_csas](https://www.uvm.edu/aaeo/mandatory_reporters_and_csas)

<sup>8</sup> <https://www.cmu.edu/teaching/designteach/syllabus/checklist/studentwellness.html>,

[https://www.finearts.utah.edu/images/Syllabus\\_Checklist\\_7.pdf](https://www.finearts.utah.edu/images/Syllabus_Checklist_7.pdf),

<https://hort.ifas.ufl.edu/pdfs/academics/cals-syllabus-statements2013.pdf>,

<https://provost.vcu.edu/academic-affairs/operations/syllabus-statements/#stress>

<sup>9</sup> We also recognize that issues like generation gaps, larger class sizes, a lack of training and recognition, and a lack of better understanding, all affect the way in which faculty and students can engage.

<sup>10</sup> A special thank you to Chair Van Arsdale, Senator Malling, and Senator Parker, as well as the SGA Senate Body last Tuesday, 27/11/18, for all providing great feedback and help in writing this legislation.

The committee approved the idea of this resolution with the next step being that SAC, SGA and J. Dickinson would work on a final resolution that would be presented to the Faculty Senate next year. Jen Prue will be the point person on this project from the SAC.

**6. New Business.** There was no new business discussed at this meeting.

The meeting adjourned at 10:03 am.