



FACULTY SENATE

Student Affairs Committee

Minutes

October 3, 2019

8:30-10:00

Waterman 427a

Present	Kenneth Allen (CNHS), Nick Bouffard (SGA), Sin Yee Chan (CAS), Thomas Chittenden (Faculty Senate President), Terry Delaney (CALs), Jonathan Flyer (LCOM), Steve Gove (GSB), Patricia Mardeusz (LIB), William Louisos (CEMS), Sam Pasualoni (SGA), Jennifer Prue (CESS), Nancy Welch (CAS)
Absent	Mia Hockett (LCOM), Trish O’Kane (RSENR)
Guests	John Crock, Jennifer Dickinson, Susanmarie Harrington, Stephanie Loscalzo, Sara Solnick

Co-Chair Jennifer Prue called the meeting to order at 8:30 am Waterman 427a.

- 1. Minutes.** The minutes of September 5th 2019 were approved with no changes.
- 2. GGP / GSB Update:** Susanmarie presented an overview on the Multilingual Advisory Committee.

The current policy from the catalogue is in black letters. The proposed change to the policy is indicated in red letters.

Athletic-Academic Conflicts Students participating in inter-collegiate athletics should plan their schedules with special care, recognizing the primary importance of all of their university academic responsibilities. Each semester, members of UVM varsity and junior varsity teams are responsible for documenting in writing any conflicts between their planned athletic schedule and the class schedule to their instructors by the end of the second full week of classes. Students and instructors should then discuss potential conflicts between course requirements and intercollegiate competitions. When an unavoidable conflict exists, the student and instructor should seek a resolution which permits the student to address the course requirement and participate in the athletic competition. The instructor has final authority on this matter. , but it is understood that student athletes will not be penalized for absences due to intercollegiate competition”.

The 2018 -2019 highlights are attached to these minutes. Some concerns of the SAC include:

- The inclusion of both international students and international faculty on this committee.
- What is the mechanism that addresses international students that do not have the proper English skills?

- Counseling for international students in their primary language. (Ask Harry Chen at the November SAC meeting)
- Students who are not international students but are new Vermont residents (English is not primary language), what services do they receive.
- Cultural learning differences should be addressed as a way to help students matriculate.
- University of Vermont policy on translating materials.
- Faculty concerns on students that have matriculated from GGP and are still not prepared.
- Where does the GGP Advisory committee live and what is the composition of this committee?

The new administration is looking at the concerns around Multilingual and International students, J. Dickinson will continue to update the SAC.

- 3. Recommended Changes to Policy on Athletics and Academics.** John Crock presented a review of the class absence policy by student athletes. His presentation is attached to these minutes. The SAC would like to work on the wording of this policy.

A motion passed to form a subcommittee of the SAC that will craft language to amend the existing Policy on Athletics and Academics and to create a Policy for Intercollegiate University Sponsored Activities and Academics.

Approved: 12 Opposed: 0 Abstain: 0

The subcommittee is made up of Jennifer Prue, Nancy Welch and Berke Tinaz. The subcommittee will report at the November SAC meeting.

- 4. Recommendation to Suspend Navigate Advising Platform.** There are concerns that Navigate is providing too much personal information about students. A resolution has been sent to the administration to suspend Navigate. The Faculty Senate EC has this topic on their October agenda.

The committee passed a motion to send this statement to both the Office of the Provost of the University of Vermont and to the Faculty Senate Executive Committee.

In light of faculty concerns regarding the Navigate advising platform as currently configured, the Student Affairs Committee calls on the Provost's office to refer the questions of student data privacy and safety to a standing Faculty Senate committee and to suspend the Navigate advising platform until the concerns have been resolved to the satisfaction of the full Senate.

Approved: 12 Opposed: 0 Abstain: 0

- 5. Feedback on Policy Relates to Outside of Class Course Expectations.** There was no time to discuss this at the October meeting. Kenneth Allen will e-mail the committee the related documents, please respond to him with all questions and comments.

6. New Business. There was no new business at this time.

The meeting adjourned at 9:59 am.

Multilingual Advisory Committee

2018-19 Highlights Committee charge:

- provide oversight and advice on the structure of the Global Gateway Program (GGP) and student outcomes, including o providing guidance to the director and faculty of the GGP regarding program design, structure, timing, admissions processes, and direction of the program o 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. 2018-19 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?

"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 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
 - o Lack of awareness of resources available for faculty
 - o Lack of coordination with departments/programs
 - o 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
- Committee workings:

o maintain cross-college membership with additional representation from departments who have high %/#s of international students
 o establish clarity on who appoints members and create terms for members to ensure continuity and progress
 o 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)
 o Issues of how students would be encouraged/required need to be worked out
 o 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.

o 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
 o 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
 o 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
 o Writing in the Disciplines and the Center for Teaching and Learning both offer resources, but it's not clear how widely known this is
 o Increase workshops and materials (which may involve more publicity for what's already available and also involve creation of additional workshops/materials)
 o Bigger web presence
 o More coordination/regular schedule
 o Department or discipline-based workshops
 o 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.
 - o Connect with Residential Life to explore ways to reduce social isolation
 - o 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
 - o Study Group does videos of current students—maybe draw on their resources to help elevate student voices? Particularly positive experiences?
 - o 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.
- A process for establishing committee terms and access to decision-making bodies needs to be clearer
- 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:
 - o Keith Williams, tutoring services
 - o Dani Comey
 - o Office of International Education
 - o Residential Life
 - o Sarah Warrington, on Navigate (UVM Advising Software and Platform) and its possibilities for flagging students
 - o GGP advisors
 - o International student services and career advisors

Request: Review of Class Absence Policy for Student-Athletes

Issue: While student-athletes at UVM overwhelmingly report the support of faculty regarding absences due to athletic participation, some report being penalized for absences in the calculation of the attendance portion of their grades. National data (Figure 1) indicate that UVM is in the minority of schools that do not require or encourage accommodation for absences due to competition. Examples of some accommodation policies at other schools in the America East Conference and beyond provide some examples of the accommodation language used (below).

Goal: To revise UVM policy so that Varsity student-athletes cannot be penalized for missing classes due to intercollegiate competition. Note this refers ONLY to portions of grades assigned for attendance and not to other coursework that must be made-up (the resolution of which is based on a discussion, per policy, between student and faculty member).

Figure 1. Summary of data produced from a national survey of Faculty Athletic Representatives on their respective schools' attendance policies vis a vis class absences due to athletic participation. From: farawebsite.org/class-absence-policies-survey-report

1 UVM POLICY (CURRENT):

Athletic-Academic Conflicts Students participating in inter-collegiate athletics should plan their schedules with special care, recognizing the primary importance of all of their university academic responsibilities. Each semester, members of UVM varsity and junior varsity teams are responsible for documenting in writing any conflicts between their planned athletic schedule and the class schedule to their instructors by the end of the second full week of classes. Students and instructors should then discuss potential conflicts between course requirements and intercollegiate competitions. When an unavoidable conflict exists, the student and instructor should seek a resolution which permits the student to address the course requirement and participate in the athletic competition. The instructor has final authority on this matter.

<http://catalogue.uvm.edu/undergraduate/academicinfo/rightsandresponsibilities/>

EXAMPLES OF OTHER POLICIES, AMERICA EAST CONFERENCE:

UMASS

Students are expected to attend all regularly scheduled classes at the University for which they are registered. In cases of illness, students are to explain their absences directly to their instructors. The grades of students who have met the requirements of the instructor in making up their work shall not be reduced for absence because of illness. Students are not to be penalized for official off-campus trips.

<https://umassathletics.com/news/2016/9/6/student-athlete-information.aspx>

U. ALBANY

Athletic Events: If the cause of the absence is a varsity athletic contest, i.e., a University-sponsored team competition (excluding practice sessions and intra-squad games), the student should provide the instructor with a note from the Office of Student Athlete Support Services (Department of Athletics and Recreation) listing all scheduled competitions by the last day to add a course. If a student-athlete has provided this documentation in a timely manner, the instructor may not penalize the student academically for these absences and is expected to provide reasonable assistance to the student concerning instruction and assignments that were missed. It is the responsibility of the student to notify instructors of changes to such schedules prior to the date of the event; such changes will be supported with appropriate documentation from the Office of Student Athlete Support Services. If an examination was missed, the instructor must administer a make-up examination or offer an alternative mutually agreeable to the instructor and the student. Any conflicts between student and faculty in accepting the alternative may be presented for resolution to the Chair of the department in which the course is offered.

<https://www.albany.edu/undergraduateeducation/attendance.php>

2 STONY BROOK

Additionally, University Policy Guidelines state: "If a student-athlete has provided this documentation in a timely manner, the instructor may not penalize the student academically for these absences and is expected to provide reasonable assistance to the student concerning instruction and assignments that were missed. It is the responsibility of the student to notify instructors of changes to such schedules prior to the date of the event; such changes will be supported with appropriate documentation from the Office of Student Athlete Support Services." Examples of excused absences are listed below. Please

http://image.cdnllnwnl.xosnetwork.com/attachments1/files/15800/637949.pdf?DB_OEM_ID=15800

EXAMPLES OF OTHER POLICIES, NON-CONFERENCE INSTITUTIONS

DUKE policy excusing varsity athletes from class for competition (for representing university only)

"Varsity athletes officially represent Duke University in National Collegiate Athletic Association (NCAA) competitions away from campus. Accordingly, when these athletes are unable to attend classes during official Duke competitions, their absences are excused. If athletes choose to compete in non-Duke or non-NCAA athletic competitions, i.e. National Team events, Olympic training events, competitions as an unattached individual etc., the absence is not officially excused. In these cases, the decision to excuse an absence rests with the instructor (see the fifth bullet below)."

<https://trinity.duke.edu/undergraduate/academic-policies/athletic-varsity-participation>

PRINCETON

“Our athletics department makes every reasonable effort to schedule competitions at times that do not conflict with our students’ academic commitments. In cases where those conflicts are unavoidable, our policy is not to penalize students for missed class time when they are attending or traveling to competitions.”

<https://odoc.princeton.edu/sites/odoc/files/Varsity%20Athletic%20Competition%20and%20Classes%20Attendance%20Faculty%20Memo%20Fall%202017....pdf>

PENN STATE

IV. Athletic Contests

3 A. A student-athlete who represents the University in an athletic contest shall be excused from class and provided with an official excuse form.

B. No student-athlete shall be allowed to represent the University in an athletic contest unless the student has been officially approved for participation.

C. A list of student-athletes expecting to participate in the contest must be submitted to the Faculty Athletics Representative at least twenty-four hours in advance of the contest.

Revised: 5/3/83 Revised: 5/1/84 Revised: 4/19/16

<https://senate.psu.edu/policies-and-rules-for-undergraduate-students/67-00-athletic-competition/>

CORNELL

There are some circumstances, however, in which faculty members are not supposed to penalize students directly for missing classes and are urged to try to make opportunities for the students whose participation in varsity athletics or other recognized extracurricular activities requires occasional absences from the campus may present an appropriate slip or letter with the signature of a responsible official, attesting that the proposed absence is in connection with a recognized activity. In the case of athletics, the Faculty Advisory Committee on Athletics and Physical Education must approve the schedule of events and associated athletic leaves of absence each year, thus assuring that the athletic absences are kept within approved limits and guidelines.

<http://theuniversityfaculty.cornell.edu/the-new-faculty-handbook/6-policies-and-assistance/6-1instruction/class-schedules-and-absences/>

MARIST

.9. It is expected that faculty members will not penalize student-athletes for missing classes due to conflicts with contractually scheduled athletic contests and related travel.

<https://www.marist.edu/documents/20182/0/Student-Athlete+Affairs+New/8dde0a90-2c394742-9c94-68e3d3043a8a>