

SENATE COMMITTEE ON STUDENT AFFAIRS
MINUTES OF MEETING
APRIL 7, 2004

[In these minutes: 2004 - 2005 Committee Membership Announcement, Social Development of the Student Body, Student Housing Discussion]

[These minutes reflect discussion and debate at a meeting of a committee of the University Senate or Twin Cities Assembly; none of the comments, conclusions, or actions reported in these minutes represent the view of, nor are they binding on the Senate or Assembly, the Administration, or the Board of Regents.]

PRESENT: Adam VanWagner, chair, David Lenander, Gerald Rinehart, Kendre Turonie, Iraj Bashiri, Jean-Marie Del-Santo, Yasemin Kaygisiz, Kim Roufs, Janet Schottel, Erin Albrecht, Matt Painschab

REGRETS: Emily Brown, Nathan Hilfiker

ABSENT: Shawn Lavelle, Divya Raman, Nathan Saete

OTHERS: Tina Falkner, Kristen Denzer

I). Adam VanWagner called the meeting to order.

II). Adam VanWagner announced that any student currently serving on SCSA will be given priority if they are interested in serving again next year. Those interested should apply on-line at <http://www1.umn.edu/usenate/conc/commdescription.html>.

III). Next, Associate Vice Provost Gerald Rinehart led the Committee in a discussion regarding the University¹'s responsibility to develop students not only academically, but socially. Vice Provost Rinehart distributed a handout, which was crafted following numerous conversations with colleges, career service center staff, academic advisors and various faculty groups. The document identifies citizenship characteristics students graduating from the University should possess, and examples of how these characteristics

can be developed through both academic/classroom participation and co-curricular activities.

Vice Provost Rinehart highlight some actions that are being taken in an attempt to incorporate the citizenship characteristics philosophy into the system:

- There will be a few slight changes in the 2004 - 2005 *Gopher Guide*. The revised *Guide* will have a section on University activities and how these activities can develop the citizenship characteristics that the University has identified as important. As students browse the *Gopher Guide* they will be encouraged to think about how the activities outlined in the *Guide* will contribute to developing these characteristics.
- During orientation there will be approximately a 10 - 15 minute discussion urging students to think about the importance of developing citizenship characteristics/skills.
- Incoming students will have a follow-up discussion with their academic advisor to discuss this philosophy further.
- Students will be encouraged to get involved in activities that will develop their citizenship skills e.g. student advisory positions.
- Portfolio is being modified in order to make it easier to use. Portfolio is an excellent resource for students to outline their academic and social accomplishments.

Moving on, Vice Provost Rinehart stated that the University needs to do more intervention with its students to provide them with more direction. Unfortunately, however, the University is not in a position at this time to provide enough support for student planning. The most recent Senior Exit Survey indicated that 50% or more of graduating seniors do not know what they will be doing next year.

Vice Provost Rinehart solicited input from Committee members on the University¹'s role in maximizing opportunities for students to learn, particularly in non-traditional ways. Committee questions/comments included:

- Please share information about Portfolio. Vice Provost Rinehart noted that Portfolio is a secure web site, which allows students to save, organize, view and selectively share their personal educational

- records. Students are able to control who has access to his/her account. He added that people should not be discouraged by its current state, as it is in the process of being updated.
- As this philosophy becomes more of an emphasis at the University, are there plans to change the assessment instruments used to measure for these learning outcomes? In Vice Provost Rinehart¹'s opinion, assessment instruments will be developed around the desired outcomes. Instead of just focusing on head count, hopefully this philosophy will change how the University thinks for the better. Faculty groups will be asked to help identify social outcomes in their curriculum as well.
 - Please explain how a student advisory position in, for example, Parking & Transportation would be structured. Vice Provost Rinehart imagines a student participating in small group and one-on-one settings whereby he/she would be exposed to decisions that are being made and issues that are discussed. Such opportunities would provide students with applied learning experiences as opposed to simply theoretical.
 - Do you believe all departments will embrace the student advisory position idea or do you think there will be some resistance? There will always be resistance from some departments. A member suggested marketing this idea to departments as an internship/mentorship relationship.
 - Will students who are interested in participating in the student advisory program be given credit? According to Vice Provost Rinehart, this has not yet been decided. Naturally, however, some type of acknowledgement or certification at a bare minimum needs to be provided. A member added that if these positions are advertised as internships they would likely attract more student participation.
 - What role should SCSA play around promoting student advisory positions and the citizenship characteristic philosophy in general? Before moving forward with this idea Vice Provost Rinehart believes it needs to be discussed with President Bruininks and EVPP Mazier. Assuming they support the concept, Vice Provost Rinehart will then sketch out a profile of how he sees the Committee participating in the promotion of this idea. Then, he will bring it back to the Committee for further input and discussion.

IV). The Committee discussed how to go about collecting information that would uncover alternative housing options for students, which ultimately would be shared with Housing and Residential Life (HRL). Ideas included:

- Investigating what other schools are doing.
- Exploring co-op housing options for students.
- Probing into the now extinct MSA Housing Corporation to determine where they were successful and where they failed. Learn more about how this organization was operated.

A decision was made to form two subcommittees, which would work over the summer to do the legwork necessary for the Committee to move forward with this project in the fall. SCSA¹'s final recommendations on this issue will need to be reported to the Student Senate at their final spring 2005 meeting. Kendre Turonie and Janet Schoettel volunteered to research other institutions¹ housing options and exit surveys they have conducted (if any). Adam VanWagner and Tina Falkner agreed to research why some co-ops succeed while others fail. A member suggested contacting Jack Baker and Carl Nelson as resources for historical co-op/housing information.

Adam VanWagner also asked the Committee whether they would be interested in researching why particular groups of individuals have difficulty securing housing e.g. international students, married students, transgender students, etc. and what can be done to reduce/eliminate these obstacles.

Another member requested that the Committee follow-up on HRL¹'s Exit Survey. Based on the survey results, it is likely there will be issues that SCSA can work on collaboratively with HRL. It was also noted that the survey results might also provide an opportunity to collaborate with other institutions in terms how to handle similar issues.

V). Hearing no further business, Adam VanWagner adjourned the meeting.

Renee Dempsey
University Senate