

Senate Committee on Student Affairs (SCSA)
September 18, 2019
Minutes of the Meeting

These minutes reflect discussion and debate at a meeting of a committee of the University of Minnesota Senate; none of the comments, conclusions, or actions reported in these minutes reflect the views of, nor are they binding on, the senate, the administration, or the Board of Regents.

[**In these minutes:** Senate Orientation and Overview; Elect One Student as Ex-Officio Member on the Student Senate Consultative Committee (SSCC); Student Service Fees; Discussion and Follow-Up on SCSA Letter re: Disability Resource Center (DRC) Testing Spaces; Policy Review - Student Employment]

PRESENT: Cody Mikl (chair), David Blank, Susan Mantell, Daryl Lawrence, John Atkins, Rachel Kieffer, Sam Rosemark, Sydney Shelstad, Kaicheng Shi, Megan Sweet

REGRETS: Camille Hanson, Emma Olson

ABSENT: Paruj Acharya, Yujie Hou, Andrew Lillie, Emily Shim, Kendre Turonie

GUESTS: Sara Carvell, associate director, Office for Student Affairs; Julie Showers, associate vice president, Office for Equity and Diversity (OED); Donna Johnson, director, Disability Resource Center (DRC); Sue Van Voorhis, associate vice provost and director, Academic Support Resources (ASR); Jeremy Todd, director of classroom management, ASR; Josh Collins, space planner, Space Management; Lorie Humphrey, director of employee relations, Office of Human Resources (OHR)

OTHERS: Lisa Samuelson

Chair Cody Mikl welcomed the committee, and members introduced themselves.

1. Senate Orientation and Overview - Mikl introduced Chris Kwapick, senate associate, University Senate Office, to give an overview of the University Senate governance structure. Kwapick stated that the University of Minnesota is considered to have one of the strongest and most active shared governance systems among large research universities and has a successful collaborative working relationship with both the administration and the Board of Regents. The shared governance system is established in the University Senate Constitution.

The University Senate was established in 1912, continued Kwapick, and the first meeting included only members of the faculty. That changed in 1969 when students were given representation on the senate. The senate was further expanded to include faculty-like academic professionals in 1993 and P&A and civil service staff in 2004. To be clear, not all employees currently have representation on the University Senate. Due to restrictions imposed by federal and state labor law, unionized staff and the faculties who have voted for collective bargaining

(Crookston and those at Duluth except the Medical/Pharmacy schools) do not participate in the governance system.

Kwapick then presented an organizational chart of the entire University Senate structure which included four different senates for faculty, students, P&A and civil service staff. Each senate has what is known as a consultative committee which acts as the senate's executive body. They are charged with oversight and planning of their respective senates. Each senate also has a number of committees and subcommittees that report to them. There are currently 22 standing committees and 14 subcommittees or working groups within the senate structure. Over 1,000 individuals make up the entire senate governance structure. Each committee has a charge which outlines its membership and responsibilities.

The responsibilities of the senate are as follows:

- Has legislative authority over all general matters that affect the University as a whole.
- Acts as an advisory and consultative body to the president on any matter that may affect the achievement of the missions of the University.
- Has the responsibility to recommend to the president regulations for the governing of faculty, academic professionals, civil service employees, and students.

There are three types of legislative actions that a committee or senate can take: a statement, a letter, or a resolution. A statement describes the committee's position on an issue. It is then forwarded to the appropriate consultative committee for information and then shared with the appropriate senate for information. A letter may outline a committee's position on an issue and may or may not request action to be taken. Letters are sent to the appropriate senior administrator and the issue can be resolved without any further action. Letters to administrators are shared with a senate. A resolution calls for action. After a resolution is drafted, a committee votes on it and, if approved, it is forwarded to the appropriate consultative committee for consideration to be placed on the docket/agenda of the appropriate senate for a vote. If approved by a senate, it is then forwarded to the Office of the President.

Kwapick then gave a brief overview of the Senate Committee on Student Affairs charge. He highlighted the duties and responsibilities and advised members to think about issues that relate to the charge such as addressing concerns that might arise regarding healthcare, international students, and safety around campuses.

2. Elect One Student as Ex-Officio Member on the Student Senate Consultative Committee (SSCC) - Rachel Kieffer was elected as an ex-officio member to the Student Senate Consultative Committee.

3. Student Service Fees - Mikl introduced Sara Carvell, associate director, Office for Student Affairs, to provide some information regarding the Student Service Fees Committee. Carvell stated that the Office for Student Affairs (OSA) facilitates this process to appoint students to the committee. She asked the student members of the Senate Committee on Student Affairs to think about serving on the leadership selection team. The leadership of the Student Service Fees Committee helps to decide how to allocate about \$1.5 million to various groups on the Twin

Cities campus. Mikl added that more information can be found at ssf.umn.edu. Megan Sweet added that this is the only fee where students directly decide how the University allocates it.

4. Discussion and Follow-Up on SCSA Letter re: Disability Resource Center (DRC) Testing Spaces - Mikl introduced Julie Showers, associate vice president, Office for Equity and Diversity (OED); Donna Johnson, director, Disability Resource Center (DRC); Sue Van Voorhis, associate vice provost and director, Academic Support Resources (ASR); Josh Collins, space planner, Space Management; and Jeremy Todd, director of classroom management, ASR, to discuss the ongoing situation of lack of testing space for the DRC. Mikl described for the new committee members the [letter](#) that was passed by this committee last April. Van Voorhis noted that she is only able to address issues related to the Twin Cities campus.

Showers stated that she was thankful for the committee raising this issue of the challenge of providing more testing spaces for the DRC. The DRC has worked closely with the Office of Classroom Management to try and address this issue and are looking at a broader discussion about how to address the needs of students with disabilities at all levels. Additionally, Space Management has an ongoing survey to reassess the current use of space in the DRC to maximize its efficiency, however there are systemic challenges that the DRC faces both short and long term.

Todd then provided the committee with an overview of what Classroom Management does and the challenges it sees. System wide, the office uses the Astra scheduler and on the Twin Cities campus has 339 general purpose classrooms. Those spaces are in high demand and accommodate over 5,000 classes annually. Only 2% of the total area of the Twin Cities campus is devoted to classroom space. Demand for space during finals is only accommodated with general purpose classrooms, although many departments do have their own dedicated spaces that they can choose to use as well. Finals scheduling is a manual process and it is very difficult to fit those exams into a six day period. Showers added that when she first heard this information, she was shocked to know that only 2% of space is for classrooms. It can be difficult to accommodate all students taking an exam at the same time but is imperative for maintaining academic integrity. Mikl asked how many classrooms are managed by individual departments. Todd responded that there are about 195 departmental classrooms and are managed that way due to specialized equipment in many of those rooms.

Collins then provided a [slide deck](#) to the committee and discussed the assessment taking place to maximize efficiency within the DRC. He stated that Space Management began this assessment about a year ago and since then concluded that the DRC is running at a space deficit of about 2,500 square feet. This information allows them to explore plans to reorganize their space in the McNamara Alumni Center. Blank asked if the 2,500 square foot deficit is day to day or during peak testing times around midterms and finals. Collins stated that this is day to day information.

Collins continued by stating that testing is one of eight functions performed by the DRC. Demand for these services is increasing yearly. Year to year accommodated exams increased 12-15%. A complication is that testing is built in to many of the other functions of the DRC and can not be singled out and simply moved to another location. Testing is also a year-round service

but does experience an uptick during midterms and finals. Current testing facilities are insufficient for daily testing. The DRC leases space at the Graduate Hotel during upticks in service needs around midterms and finals. This lack of space can put stress on efficiency and delivery of other services. Mikl asked how the leasing of the hotel space works. Johnson said that the space used in the hotel are typically for students who only need extra time or private space. All other specialized accommodations are provided at the DRC testing center as they have better access to technology and other resources. Everything they do is individualized.

Collins concluded by stating that reorganization can improve efficiency within the current space but additional rental or swing space continues to be the best approach to accommodate peak testing needs, however, its costs have to be renegotiated on a yearly basis. A flexible University space allocated for the DRC's regular, recurring peak testing needs is the preferred long-term solution.

Showers said that whatever type of space is used, it has to be appropriate in nature. Any simple classroom simply won't be sufficient due to the variety of disabilities that students possess. Johnson said that having faculty better understand these specific needs and providing their own spaces when possible can be a tremendous help to the situation. The Academic Health Center in creating their new building is working with the DRC to provide their own accommodated spaces. Other colleges are making similar changes. This needs to be a campus-wide approach as the only Big Ten university that provides more accommodations is Ohio State. Mikl and Blank agreed that faculty need to be more involved with the conversation to understand their shared role.

5. Policy Review - Student Employment - Mikl introduced Lorie Humphrey, director of employee relations, Office of Human Resources (OHR), to provide an overview of the [policy review](#) for the [Student Employment Policy](#). Humphrey said that while she is not the owner of the policy, she helps to shepherd policies through the consultation process. She described the proposed changes in policy as much of a restructuring. Student employment is meant for financial aid and student professional development within their fields. Humphrey stated that the name of the policy was being changed in order to comply with state law. The University did not want to change the nature of the work, but also did not want these positions to be lumped in with positions that fall under collective bargaining agreements.

Sweet commented that OSA employs thousands of students and has some concerns with the changes being made as it can make the framing of working on campus inconsistent with research related to the student employee experience leading to improved retention rates, higher GPAs, better development on career readiness factors, a greater sense of belonging, and through alumni affinity, potential for giving and long term donor potential. Humphrey asked for committee members to send to her directly any comments they may have on the policy changes.

Hearing no further business, the meeting was adjourned.

Chris Kwapick
University Senate Office