

Student Life Committee 2018-2019 - Report to Senate

This year, in addition to our standing charges, we received the following charges from the Senate:

Assess (and make recommendations regarding) how the SLC might best facilitate the faculty's understanding of processes and procedures related to Student Affairs

Assist in the review of marketing materials, policies, and procedures for the Division of Student Affairs in an effort to provide external commentary and feedback about their messaging, strengths and areas of improvement and provide feedback to the Division.

Our work this year was primarily focused on the two charges noted above.

Fall 2018

In conjunction with Dr. Uchenna Baker, the committee examined the Division of Student Affairs' (DSA) marketing and outreach materials, including DSA's presence on the university's website. The committee also polled faculty and students about their awareness and understanding of what the DSA does. Findings from this assessment indicated that faculty, in particular, are uninformed about the range of DSA's functions and activities, except for those services and interactions that the faculty had experienced directly. Students were somewhat better informed, but again, mainly around the services used. In general, the committee found that information about resources was not easily accessible on the Web. Sometimes it seemed easier to Google specific information than to try to find it through the university's website.

The committee provided extensive feedback to Dr. Baker regarding our findings. Dr. Baker informed the committee that this feedback would be useful in the formulation of the DSA's new strategic plan, and that she would continue to seek the committee's input as this process of strategic formulation progressed.

Spring 2019

The committee engaged in additional analysis and discussion of findings from the research and assessments conducted during the fall semester, and asked to consult again with Dr. Baker about how the SLC could be most useful to the DSA. Dr. Baker shared the outline of the DSA's initial strategic plan, and the committee used meeting time to discuss it and provide feedback.

One of the questions that arose from this discussion, was members' continued concern with the SLC's seemingly limited *advisory* role. Members expressed a desire to receive clarification from the Senate as to more concrete outcomes that are to emerge from the committee's work.

Related to the issue above, a question was also raised during committee deliberations as to the SLC standing charge #5 (To serve as a pool of faculty from which to draw for participation on

Student Affairs ad hoc committees). Members felt that perhaps the Senate (and the university as a whole) does not leverage the talents and time of committee members when there is a need to identify liaisons to ad-hoc committees. There was lack of clarity as to where requests for SLC members to participate in these ad-hoc committees come from. A suggestion was made, that at a minimum, committee members should receive the necessary training to serve on the various Integrity Code-related bodies (Honor Court, etc.).

Finally, there was a suggestion that the Senate, or the SLC's leadership next year, should reach out to ASUPS to encourage that body to communicate with the committee regularly in order to facilitate greater faculty-student interaction.

Recommendations and Self-Charges:

The SLC recommends that, in forming next year's committee, the Senate ensures that there is one student and one professor representing graduate programs. This will be especially relevant as the university seeks to expand graduate programs in the near future.

The SLC recommends that the Senate, and the institution as a whole, be more strategic and efficient by utilizing the talent embodied by the SLC membership, through engaging the committee in conversations and initiatives related to student affairs, which fall within the committee's official responsibilities.

Self-charge #1: Seek ways to engage and collaborate more effectively with relevant student bodies and populations, namely ASUPS, and underrepresented and graduate students.

Self-charge #2: Continue assisting and advising the DSA as it continues its process of formulation and implementation of a new strategic plan and organizational structure.