Consultative Committee   Campus Governance

3-3-2022

Consultative minutes 03/03/2022

Consultative Committee

Members present: Clement Loo, Grace Hiltner, Merc Chasman, Angie Senger, Bibhudatta Panda, Devon Johnson, Sheila Warner, Emily Johnson, Madison Ferguson

Members absent: Leah Larson, Alisande Allaben, Wes Flinn, Nadezhda Sotirova

Guests: Barry McQuarrie and Jessica Porwoll

In these minutes:

The roles of academic advising and the Student Success Center in enrollment management and maintaining an optimal and sustainable student body size.

- From your work, what are the big picture/common things that are on your radar that make it harder for students to complete their degree at Morris?
    - Pandemic affects ability to stay/want to stay
    - Finances - not enough financial support for students even though we've gotten more recently, but what will happen when they go away. (Block grants)
    - Connecting liberal arts to outcome in job - need tangible outcome
    - Mental Health - pre pandemic has been exacerbated by pandemic
    - Advisors are having a harder time connecting with students. Students don't respond the way they did years ago. ARP, academic alert. Students getting in academic alert do not get out of academic alert.
        - Asking students to come to office hours or meetings, what can we do?
        - Give more time for stuff in class that shows them the benefits of these meetings, such as a class period of working with them.
        - Don't know what we can do systematically that can help.
        - Attendance is also a struggle
        - Used to taking classes remotely, now in person, coming in with expectation of being able to do everything remotely
        - Transition has been difficult
    - We're going to lose students to online classes if we don't offer the same.
        - The requests for online learning are still there. We will need to better promote residential or move to having more online classes.
        - Some students don't have a before pandemic, we may need to see a change in how we deliver education. Change is occurring, faculty are not hearing useful info to help them teach, not working as whole to make these changes,

when will faculty be empowered to make the changes that maybe forever. This is normal.

- HIstorically faculty have been independent on how they structure class. It's difficult to connect to what is working in someone else's class when it's different from how I'm doing it.
  - No faculty development center for training and opportunity. There's a need for more informal forum for people to converse. There are fewer spaces since moving to remote work/meeting.

- Campus climate - advising loads inequity among different disciplines
  - Can we offer training (opt-in) to faculty for first/second-year advising in these over-capacity areas?
    - The idea of some training of advisors to support outside their main area is something we need to do. We already do advising outside of area, but need to build in some support/training opportunities.

- DRC: while there are fewer students, the students indicate more and substantial mental health needs.

- Policy changes: changes result of pandemic protected students statuses, but some changes haven't caught up with students. Financial aid implications and degree progress implications.

- How do you support the more challenges with limited staff and resources?
  - Provide services more effectively, Morris 1101
    - Morris 1101 more effective than meetings, but peer mentor would be helpful since no longer in the class second semester
  - Student meetings repeating information, hard delivery battle, Morris 1101 allows them to deliver the same content to more students.
    - Idea: student TAs in each section to meet with 15 or so students each to identify info.
  - ==Penji?== Matching students to tutors so staff don't have to do it. More immediate.
  - Be mindful of the needs of the current group and the group coming after them who are now back on campus.
  - FYE course with peer mentors
    - Peer mentors would have another connection that on campus students would have than those off campus might not have.
    - On campus living: 293 new high school students and 45 new transfer students. Typically we've said over 90 percent of first-years life on campus.
  - Get students more involved in their classes with incentives

- You mentioned we will need to have more support in regards to mental health, specifically what kind of support?
  - Additional capacity in accommodations
  - Workload help in DRC
  - Counseling capacity
  - We have telehealth - psychiatrist
    - Really expensive, surpassing budget
  - We also added case manager - make more connections with other

- - - ■ Grant funded
  - ○
- Because of policy changes there might be impacts down stream on financial aid and program completion, can you expand?
- Do you have any questions you would like us to start asking other folks?
  - ○ How do we make changes to processes done on campus? Advising, retention, etc.
  - ○ Data collection and assessment, How do we gather information?
  - ○ What do resources look like at Morris, how do we go about asking for more resources? Are there mechanisms among the U to request help with services? Resource sharing (mental health sharing) among system,
  - ○ How do we get the people working here on the same page? Base level knowledge to navigate campus resources.
    - ■ Decision tree for all advisors
    - ■ Spread out advising training over the year
    - ■ Wasn't there like a red folder a little bit ago?
      - ● Clear instructions on how to behave in certain situations
      - ● Can we have similar folders for advising?
        - ○ Want inwards advising website
    - ■ APLUS sheet
    - ■ Resource folder with job aids in Google and list of advisors with areas of expertise

Date of next meeting 3/31/2022
Adjournment time 12:40
Submitted by Angie Senger
Date submitted to Digital Well