



Committee	Student Life Committee (SLC)
Chair	Lourdes Estrada
EC Liaison	Ben Harris
<p>Committee description: To be concerned with policies relating to student matters including residential colleges, rules and discipline, student grievances, future composition of the student body, fraternities and sororities, intercollegiate athletics and club sports, intramurals, the Honor System, faculty-student relations, religious affairs, and the student health service. (Formerly known as Student Affairs.)</p>	
<p>Committee members: Bandas, Mark; Beasley, Vanessa; Martin, Peter R; Ochonu, Moses; Parish, Abby Luck; Rodgers, Joseph Lee; Sanchez, Florence; Terhune, Terhune, Kyla</p>	
Item	Charge
1.	Background: The SLC is designated to hear any grievances.
	Goals: To hear student grievances as requested by the Office of the Chancellor.
	Actions: One grievance panel was convened this academic year.
	Outcomes: One is complete.
Item	Charge
2.	Background: The SLC is a committee that represents both faculty and student interests, specifically in relation to issues impacting student life.
	Goals: To hear concerns or proposals that would impact both faculty and students, graduate, professional and undergraduate.
	Actions: Follow- up with student government on the progress of implementation and faculty participation in the test preparation bank proposal.
	Outcomes: The follow-up which was scheduled for March was not able to proceed due to COVID-19. The committee will conduct the follow-up with student leaders in the Fall of AY20-21.
Item	Charge
3.	Background: Wellness continues to be an issue for the Vanderbilt student community, particularly revolving around mental wellness and resilience. There has been a recent transition from the Psychological Counseling Center (PCC) to the University Counseling Center (UCC).

Faculty Senate

	<p>Goals: Follow-up with the Associate Dean G.L. Black on the transition from the Psychological Counseling Center (PCC) to the University Counseling Center (UCC).</p>
	<p>Actions: Associate Dean G.L. Black presented updates to the Committee and answered questions about faculty roles in contributing to the Wellness of students through the services provided.</p>
	<p>Outcomes: Committee members thought that it would be helpful if similar information were to be presented to the Faculty Senate as a whole in order to facilitate dissemination of helpful information to all faculty. The committee member recommend that the information be disseminated to staff who are in key positions to interact with students.</p>
Item	Charge
5.	<p>Background: Greek Life chairs give an annual update to the Student Affairs Committee.</p>
	<p>Goals: Continue the recommended annual update to the Student Life Committee.</p>
	<p>Actions: The committee recommended that the presentation of the report by the Greek Life Chairs be moved to Fall semester in order to better align with the timeline of data collection by the Greek Life Chairs. This alignment would provide a final and comprehensive report to the committee.</p>
	<p>Outcomes: The Greek Life Chairs report will be presented in Fall semester of AY 20-21.</p>
Item	Charge
6.	<p>Background: Connection with graduate and professional students to understand their needs to enhance their student life experience.</p>
	<p>Goal: Understand opportunities that may exist within graduate and professional schools. SLC should work with leaders and or student organizations in the Graduate School, the School of Nursing, and the School of Medicine to help them identify opportunities to collaborate.</p>
	<p>Actions: The members of the SLC reached out and met with the following organizations:</p> <ol style="list-style-type: none"> 1. Graduate Student Council 2. Vanderbilt Medical Student Association and Council of Class Officers 3. School of Nursing Graduate Student Council

Faculty Senate

	<ol style="list-style-type: none"> 4. Law School 5. Peabody Graduate Student Association (PGSA) 6. Organization of Black Graduate and Professional Students 7. School of Engineering Council 8. Owen Student Government Association (OSGA) 9. Vanderbilt University International Student Council (ISC) 10. Divinity School
	<p>Outcomes: A report was assembled (APPENDIX 1). The recommendation is to add this to a standing charge for this committee.</p>
7	<p>Background: There is a need to enhance faculty involvement in residential life of students.</p>
	<p>Goals:</p> <ol style="list-style-type: none"> 1. Generate a progress report on the Graduate Student Neighborhood and potential faculty involvement. 2. Generate a progress report on Residential Colleges and potential faculty involvement.
	<p>Actions:</p> <ol style="list-style-type: none"> 1. Dean Mark Wallace met with the committee to discuss the plans for the Graduate Student Neighborhood, the primary needs of this student population, and explore needs for faculty involvement. 2. The Faculty Life Committee and the Student Life Committee met with Vice Provost Beasley in a combined meeting to discuss ways that faculty can contribute to residential colleges and enhance the residential life experience.
	<p>Outcomes:</p> <ol style="list-style-type: none"> 1. The committee will continue to stay abreast of progress of the Graduate Student Neighborhood with the Dean of Graduate School. Currently, there is no specific ways to include faculty involvement will be needed. 2. A summary of the discussion with Vice Provost Beasley was generated by the Faculty Life and Student Life Committees. A first action step will be to generate a list of faculty members that are willing to be involved for AY 20-21. A request for faculty to sign up was made at the May 7 Faculty Senate Meeting.

Faculty Senate

8	Background: Explore the advantages and disadvantages of requiring incorporation of student grievance process for all class syllabi to enhance student familiarity with the process.
	Goal: Determine whether the student grievance process should be included in all class syllabi.
	Actions: The SLC discussed the advantages and disadvantages of requiring incorporation of student grievance process for all class syllabi.
	Outcomes: The SLC does not recommend requiring that all class syllabi include the student grievance process since the value was not high enough to justify this requirement. However, the SLC sees the advantage of making this process in the Student Handbook more widely known to Faculty and Students.
Suggestions for future charges / actions:	
Insert all charges.	1. Continue to engage faculty with residential colleges to contribute to the development of our students.
	2. Set a new standing charge of reaching out annually to graduate and professional student associations.
	3. Consider a charge related to needs and resources for international students (undergraduate and graduate/professional)

**Year End Committee Report
2019-2020**

APPENDIX 1

Friday, May 15, 2020

FACULTY SENATE STUDENT LIFE STANDING COMMITTEE

1. CHARGE

- A. Understand opportunities that may exist within graduate and professional schools.

2. ASSIGNMENTS

- B. Grad Student Council {Mark Bandas}
- C. Vanderbilt Medical Student Association and Council of Class Officers (Kyla Terhune)
- D. School of Nursing Graduate Student Council {Abby Parish}
- E. Law School {Lourdes Estrada}
- F. Peabody Graduate Student Association (PGSA) {Joe Rodgers}
- G. Organization of Black Graduate and Professional Students {Moses Ochonu}
- H. School of Engineering Council {Florence Sanchez}
- I. Owen Student Government Association (OSGA) {Joe Rodgers}
- J. Vanderbilt University International Student Council (ISC) {Lourdes Estrada}
- K. Divinity School {Peter Martin}
- L. Blair School of Music {Ben Harris}

3. EXPLORE NEEDS/OPPORTUNITIES FROM GRADUATE AND PROFESSIONAL STUDENT ORGANIZATIONS ACROSS SCHOOLS

- A. Charge: Discuss with each student organization the student needs and how the faculty senate can get involved
- B. Proposed questions for discussions with student organizations
 - i. What are the functions of the organization?
 - ii. How does the organization currently interact with the faculty body?
 - iii. What are the main needs/concerns from the student body?
 - iv. Are there any initiatives that your organization is planning?
 - v. How can the faculty body collaborate with your organization and student body to improve student life?

4. TIMELINE

- A. December-January: Members meet with each organization individually
- B. February-March: SLC to discuss each student organization needs (above) to identify:
 - i. Common needs/opportunities
 - ii. School-specific needs/opportunities
- C. April-May: Report on potential charges for AY 20-21

MEMBER REPORTS FROM INTERVIEWS

a) Vanderbilt University International Student Council (ISC) {Estrada}

- i) ~10 leadership positions, volunteer and voting. Mostly undergrads.
- ii) What are the functions of the organization?
 - (1) Social events every semester
 - (2) LinkedIn group for professional connections (job searching) working with Career Center
 - (3) Facebook group
 - (4) Have been working on understanding the student Health insurance (cannot waive) and a brochure to list what is covered.
- iii) How does the organization currently interact with the faculty body?
 - (1) ISSS but the relationship is only for visa status
 - (2) Dean of Students
 - (3) Career Center
 - (4) They do not have a faculty advisor
- iv) What are the main needs/concerns from the student body?
 - (1) International students can't waive student health insurance and find other cheaper options. They would like the option or at least get a clear communication from the administration as to why they can't waive.
 - (2) Since many international students stay on campus during weekends, they have fewer food options. A model at UPenn is to hire International students to cook international foods during the weekends.
 - (3) Additional funding for socials. Food gets often reduced which impacts participation.
 - (4) How many international students receive scholarships? They have a sense that they are not eligible and therefore at a disadvantage.
 - (5) The I LEAD weekly meetings seem to rehash over and over the honor code which makes them feel that they are seen as more likely to violate than the majority. They would like to see more resources available, not repeating the honor code.
- v) Are there any initiatives that your organization is planning?
 - (1) Socials
 - (2) Communication with administration
- vi) How can the faculty body collaborate with your organization and student body to improve student life?
 - (1) I got a sense that International students still deal with isolation and feelings of not being welcomed. Exploring ways that we can advocate for International students to understand campus wide their needs would be important. Has there been a survey of student life to

understand their needs or ways we could ensure they feel as part of the community as everyone else?

b) Divinity School Council {Martin}

i) EXPLORE NEEDS/OPPORTUNITIES FROM GRADUATE AND PROFESSIONAL STUDENT ORGANIZATIONS IN THE DIVINITY SCHOOL

(1) Charge: Discuss with Divinity School's student organization the student needs and how the faculty senate can get involved

(a) On January 15, 2020 I met with Hunter Rhodes and Crosby Palmer, this year's President and Vice President, respectively, of the Divinity School Graduate Student Council (GSC). Our discussion was wide-ranging and covered the proposed questions indicated below.

(2) Proposed questions for discussions with student organizations

(a) What are the functions of the organization?

(i) The GSC advocates and liaises across the Divinity School for all its constituents which includes the academic and professional components. The former are doctoral students and the latter are learning to work as clergy. The GSC has elected membership; tries to stay engaged with the student body; and either sponsors or encourages community events, e.g. coffee hour with snacks.

(3) How does the organization currently interact with the faculty body?

(a) The GSC meets monthly with Deans Townes and Steele to bring concerns from the student body to their attention. They have been trying to get more formal contact with the faculty but have been unsuccessful. They are proposing to sit in on the Faculty meetings, but do not know how open faculty will be to this suggestion. They seem convinced that faculty do not have the time to spend with students: "Half of the faculty do not want to spend time with student other than through their academic work." They lauded the School's staff as being very helpful to the student body.

(4) What are the main needs/concerns from the student body?

(a) Financial insecurity-most students come to the Divinity School from the nonprofit sector of the economy and plan to return there upon graduation to serve in ministry. Thus, personal financial resources are few for most students despite the fact that one of the good aspects of the Divinity School is that most students have been awarded some form of scholarship. Nevertheless, many students are unable to afford Textbooks, food (recently the school has started a food pantry which is highly subscribed), parking, and housing within reasonable distance from campus. Academic placements (internships) which are a compulsory component of their education do not all provide stipends as they are non-profit, and this can adversely affect the students' financial insecurity and restricts or limits the rotations students can take (even if they deem it necessary for their education).

- (b) Mental health-although it was stressed that problems with mental health were not nearly as stigmatized as in other schools, these issues are still handled in a far too cavalier manner: "Go talk to someone or UCC or find resources elsewhere." Rhodes and Palmer stressed that all would rather seek help within the school and felt it would be ideal if there were counselors available to the students with a divinity background who would better understand the issues they face.
 - (c) Faculty engagement: Both Rhodes and Palmer were convinced that the student body needs faculty to be more engaged with the students which they felt was minimal and must go beyond where it is now. They felt the Dean for Students alone could not provide this to all of their large student body which they estimated as 180 students in the Divinity School (professional) and 50 students in the Graduate Department of Religion (academic).
- (5) Are there any initiatives that your organization is planning?
- (a) As noted above the GSC advocates and liaises across the Divinity School. They encourage student participation in the food pantry and social coffees which are provided by the Dean of Students. They see their major contributions in the realm of encouraging social connectedness among student by activities they organize such as intramural sports, twice yearly dances. They are also planning involvement in town halls and a family day where the students' families can get a taste for the campus and meet professors.
- (6) How can the faculty body collaborate with your organization and student body to improve student life?
- (a) Rhodes and Palmer succinctly stated: "Talk to us, listen to us and follow through." They encourage that the faculty understand that the Divinity School is made up of graduate students who have different needs as adults than undergrads and want to be treated accordingly. They requested that the faculty body should pay attention to the needs/concerns enunciated above in section iii.

c) Graduate Student Council {Bandas}

- i) Meeting with Kelsea Best, President Graduate Student Council (GSC), on 1/17/2020
 - (1) Issues:
 - (a) GSC has been meeting with Dean Wallace and WAVE to discuss childcare for conference travel and dependent childcare. They were also concerned about childcare support for postdocs.
 - (b) Mentorship: GSC supports positive mentoring relationships between faculty and students. The GSC is concerned about power relationships and personality clashes interfering with appropriate mentoring relationships. The GSC developed a survey about mentorship with Stacey Satchell, the Graduate School Life Coach with the goals of (1) targeting mentorship training and (2) identifying role model departments and their best practices. The survey was launched, but then halted at the request of OGC. The data was

destroyed. Dean Wallace is working with the OGC and PIE to see if the effort can be renewed.

(c) Career Advising and Support: The GSC would like more workshops on practical skills such as salary and benefit negotiation in the job search process. They are also interested in careers outside of academe. Can faculty support non-academic job searches or are additional resources needed? The Graduate School has a Leadership Institute and the GSC is very supportive of this effort. They are excited about a fellowship program which provides late term graduate students with opportunities to work in interdisciplinary teams to help address community issues.

(d) Diversity and Inclusion: GSC representatives serve in WAVE and the Chancellor's D&I Committee. They are interested in more inclusive curriculums and in learning more about inclusive pedagogy.

(2) Points of pride:

(a) The Mental Health Bill of Rights has received positive media coverage. Their sense is the new Student Care Network has had a positive impact and is well receive by students.

(b) The GSC is pleased with the new graduate housing plan and want more detail. They are grateful for Dean Wallace's briefings about and support of the program

(c) The GSC is very happy with the new Graduate School Lounge in Alumni Hall 100.

d) Medical School Students {Terhune}

i) I met with four students from the School of Medicine. They represented the Wellness Committee (2), the Curriculum Committee (1), and the Council of Class Officers (1).

ii) What are the functions of the organization?

(1) Class officers support the class and are the bridge between the administration and the students. They also play a role in governing all student organizations outside of the wellness committee.

(2) The curriculum committee is the interface between students and the course directors. They are responsible for giving feedback, quality improvement, and provide information regarding how other medical students at other programs perceive their curricula.

(3) The Wellness Committee covers all aspects of wellness—mentoring, social, physical, mental wellness. They have programming and provide resources throughout the entire medical school.

iii) How does the organization currently interact with the faculty body?

(1) Wellness has structured interaction with clinicians who are interested in mentoring students, regular check ins, attendance, etc. There is an extensive college system within the medical school (including 2 primarily college mentors and then 10 faculty advisors)—student leaders are paired with the faculty leaders and this has been even expanded further. Wellness

co-leaders have monthly meetings with faculty advisors and each month invite one of the subcommittees to also join in those meetings.

(2) Class officers have a monthly meeting between all class officers and the Deans (Fleming, Brady, Vinson, Cutrer) and occasionally key faculty members.

(3) Curriculum committee has monthly meetings as well with administration.

iv) What are the main needs/concerns from the student body?

(1) Needs/concerns: mental health and being able to access it or empowering people to access it. The group brought up multiple students who have left the school and that they have not had information about why (but recognized that it was confidential). They are concerned that it was secondary to lack of support for mental health. One focus has been to create a robust mentoring network of peers, as sometimes faculty can be perceived as intimidating.

(2) They would like to utilize mental health screening in professional students—they are working on an annual on-line screening program; this would be opt-in, but they have heard that there are high rates of participation elsewhere. One student is working with the UCC and they know it is available but don't feel that the services are utilized because the services offered don't mesh with the schedule or rhythm (or the understanding) of medical school. They think that an ideal would be to have UCC type services available at times when people can use them. They would also love an individual who is dedicated to understanding the stressors and education of the medical student. They perceive UCC to be undergraduate focused.

(3) Is there a way to tap into resources in University Central and combine forces? For example, they have heard that there is a History of Medicine Club—would love to participate. For medical students who are practicing musicians as well, is there a way to reserve practice rooms in Blair, and if so, how? Could there be better communication from University Central side as to what services can be used by medical students.

(4) Regarding general academic success, are there resources on the undergraduate campus that medical students can utilize? (e.g. standardized test performance? Writing center? Professional strategy center?) Are there coaching opportunities for the academic work? Really, they would be looking for not just the struggling student, but someone who wants to improve.

v) How can the faculty body collaborate with your organization and student body to improve student life?

(1) We talked a lot about communication between faculty members and students. The students as a whole feel like the faculty could better communicate schedules and decisions and rationale to the students in a way that allows them to maximize their flexibility in their schedule, lives, and also to understand the reasons behind certain decisions.

vi) As far as take-aways for the Student Life Committee, here are areas that I see as potential foci:

- (1) Better communication of events and resource on the Undergraduate campus that graduate and professional students might be able to participate in
- (2) Better communication of what resources are available and whether or not these can be utilized by Professional students (e.g. practice rooms, leisure activities, writing center, academic coaching, clubs, society participation).
- (3) Specialized resources, particularly in areas of mental health that recognize the different schedules and stressors of medical students.

e) Law School {Estrada}

- i) What are the functions of the organization?
 - (1) I met with Chris Meyers, Assistant Dean for Student Affairs
- ii) How does the organization currently interact with the faculty body?
 - (1) They have been interacting mostly with Equity, Diversity, and Inclusion council
 - (2) Most interactions of grad students are with Chris Meyers but they have very few opportunities to interact with other faculty.
- iii) What are the main needs/concerns from the student body?
 - (1) Allocation of apartments in new neighborhoods.
 - (a) Should closely consider need-based across populations and schools.
 - (b) Admissions cycle is tough through July for August which makes them struggle to recruit and compete with other schools. Having some of these apartments available might increase recruitment of top candidates.
 - (c) If the students will be given 2 years of housing, how are they reserving some for the next year's freshman class? Are they reserving some?
 - (d) Law School Masters International Students, will they qualify? They are often the ones with highest financial need.
 - (2) Communication on how much is being spend (ACT fees) for undergrads vs grads. There is a sense on campus that is mostly going to undergrads.
 - (3) Access to resources targeted to grad school
- iv) Are there any initiatives that your organization is planning?
- v) How can the faculty body collaborate with your organization and student body to improve student life?
 - (1) More engagement and communication with faculty
 - (2) Equity diversity inclusion - faculty training (bias training)

f) School of Nursing Graduate Student Council {Parish}

- i) What are the functions of the organization?
 - (1) Social event coordination has been the primary function in the past. The current co-leaders of the Council are interested in expanding the role of the Council to include things like: connecting

to other graduate departments/schools, connecting students to professional development opportunities, and making a difference in the quality of life of students.

- ii) How does the organization currently interact with the faculty body?
 - (1) The liaison to the Council is a staff member, so there is not currently any interaction of the Council with the SON faculty.
- iii) What are the main needs/concerns from the student body?
 - (1) Historically students have been concerned about the activity fund component of their tuition, particularly since the majority of nursing students reside outside the Middle TN area and are unable to access on-campus activities. This concern persists. The Council co-chairs have heard it might be possible for schools to access some of those funds, for instance to fund students wanting to attend conferences or other professional development activities, but they do not know how to access that opportunity (if it exists).
 - (2) Wellness/well-being
 - (a) The concern that the students spent the most time discussing could be broadly labeled “civility.” Terms used by the students included “dignity,” “respect,” and “inclusivity.”
- iv) Are there any initiatives that your organization is planning?
 - (1) As above, they are aiming to expand their reach beyond social events. This year, they are mostly working on establishing connections, e.g., with the faculty/staff School Life Committee.
- v) How can the faculty body collaborate with your organization and student body to improve student life?
 - (1) By providing the Council with information about whether/how to access activity funds for professional development.
 - (2) By continuing to communicate/publicize campus offerings, particularly related to wellness and civility (particularly lateral).

g) Peabody Graduate Student Association (PGSA) {Rodgers}

- i) Interview completed but summary report not available.

h) Owen Student Government Association (OSGA) {Rodgers}

- i) Interview completed but summary report not available.

i) Organization of Black Graduate and Professional Students {Ochonu}

- i) Interview not completed.

j) School of Engineering Council {Sanchez} – mostly undergraduate

- i) Attended the E-Council weekly meeting on Sunday, February 23, 2020.
- ii) The E-Council is composed of five (5) executive members and eight (8) selected members (selected by the executive members at the beginning of each academic year). The E-Council is comprised of only undergraduate students (graduate students can participate but are not showing interest). Only Biomedical Engineering majors and Computer Science majors are currently

represented in the E-Council. Stephanie Wang, a Computer Science major, is current the president of the E-Council.

iii) What are the functions of the organization?

- (1)** Organize events such as de-stress events during exams and finals.
- (2)** Organize professional development events, e.g., the E-week.
- (3)** Involved in the V_2 (V-squared) mentoring program, a student-organized freshman engineering mentor program. First-year student are assigned an upper-class mentor of the same potential major. The mentor interacts with the first-year student throughout the year. The E-Council is involved with the matching process and organizing mixer events.

iv) How does the organization currently interact with the faculty body?

- (1)** Undergraduate students are assigned a faculty member who serves as their primary academic adviser. These faculty advisers answer course-related questions and help the students navigate through their chosen program of study. They seemed very satisfied with the process and were concerned that this might be taken away during the freshman year.
- (2)** Through mixer and social events.
- (3)** Faculty spotlights (3 questions) in newsletters.

v) What are the main needs/concerns from the student body?

- (1)** The main concerns are overall wellness and mental health of the students. In engineering, the stress is high because of the amount of work.
- (2)** They would like better scheduling of the tests and exams (e.g., consideration should be given for moving a test, multiple test dates would be helpful).
- (3)** They would appreciate to have a dead week (week without tests and projects due) before the finals. Indicated that only engineering at Vanderbilt does not have a dead week.
- (4)** They would like to have course evaluations in the middle of the semester so that they can benefit from any changes. The course evaluations should be encouraged to be done in the classroom because when done outside there is in general a low response rate. When the response rate for a course is low, the evaluations are not a resource for them.
- (5)** An alumni mentor would be useful.

vi) Are there any initiatives that your organization is planning?

- (1)** Currently preparing the end of the year mixer. They are working on a t-shirt for the event.
- (2)** Textbook swap.

vii) How can the faculty body collaborate with your organization and student body to improve student life?

- (1)** Have faculty to participate in de-stress events.
- (2)** Would like to organize lunch lectures with faculty.
- (3)** Would like to have more faculty interactions outside of the classroom but understand that it is difficult because of the busy schedules of both students and faculty.

- (4) Overall, the students are satisfied with the interaction with and support from the faculty of the School of Engineering.

ACTION ITEMS FOR STUDENT LIFE COMMITTEE

1. Enhance Communication
 - a. Student version of MyVU story
 - b. Melanie Moran – student life committee wants to hear from you
 - c. Via GSA monthly meetings
 - d. Communication (website for student organization)
 - e. Training for leaders of organization (ramp up) maybe online modules
2. Assist international students for health care insurance options
 - a. Communicate to students the following:
 - i. They can look at having a USA domestic insurance
 - ii. The student care network is looking at hiring more support
 - iii. Mental health special satellite services
3. Student fees
 - a. Allocation transparency: what does it cover?
 - b. Clarity on how student organizations can access the funds
 - c. Experience Vanderbilt – apply for funding for co-curricular activities (undergraduate students)
 - d. Grad student equity fund
4. Formalize the relationship between SLC and graduate and professional student organizations
 - a. Divide and reach out annually