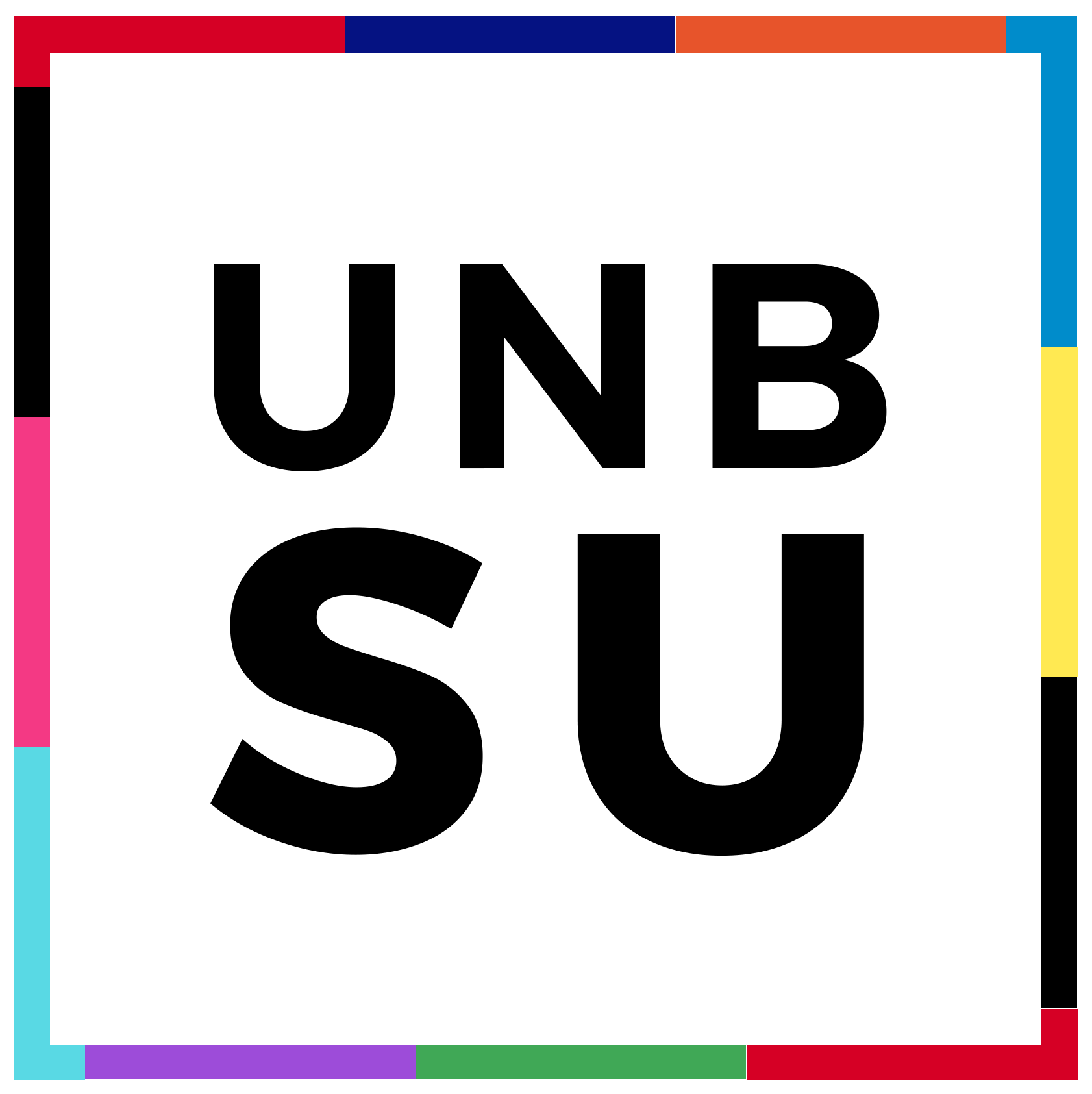
**AGENDA – 4th UNBSU Council Meeting** 

UNB Student Union 2018/19

*October 21, 2018; 7:00 in SUB 103*

*Regrets: Srijain Man Shrestha and Tea Fazio*

*Zak Hanzal not in attendance.*

1. **Call to Order**
   1. **Roll Call**

*Chair Lutes performs roll call.*

*Chair Lutes calls the meeting to order at 7:01 pm.*

1. **Approval of Agenda**

Mover: Lazarev

Seconder: Fernandez

*Vote passes unanimously.*

1. **Chair’s Remarks**

*Council Chair, Lutes, made his remarks by saying “Hey everybody, good to be here! I would like to take the time to welcome Matt, our new Law representative.”*

1. **Approval of Previous Minutes**

Mover: Du

Seconder: Meng

*Vote passes unanimously*

1. **Substantive Business**
   1. **Sara Rothman: Definition of Student Success**

*Motion to give Sarah Rothman and David Kilfoil speaking privileges.*

Mover: Balcom

Seconder: McMillan

*Vote passes unanimously.*

*Sara Rothman began by explaining her position within the university and the community. She followed by raising the question “How do we measure student success?” She then presents the Student Steering Success Committee and follows with an explanation of the student success lifecycle. Rothman states the draft definition of student success “Student success is ultimately determined by the student and is fostered within an environment that values diversity and inclusion. Student success at UNB provides opportunities to engage in educationally purposeful activities; supports persistence; encourages academic achievement; fosters student satisfaction; supports the acquisition of desired knowledge, skills, and competencies; promotes attainment of educational objectives; and prepares learners for positive post-university performance.” She followed the definition by diving into each of the subsections within the definition. She asks council on the thoughts of the draft definition of student success that they have created.*

Mangusso: “I think all of this is wonderful, but I have a little bit on confusion because I feel like the definition is on what the results of student success are and what it does, rather than what student success is.”

Rothman: “One of our background conversations as we started to get underway with this was are we trying to define what a successful student looks like - which I would argue is impossible because if we take in every individualistic view then every successful student looks different - or are we trying to define the conditions or the things that the University can do to support student success? We are aiming more for what the University can do but we are not sure if we have quite hit the mark yet.”

Fernandez: “Is the idea eventually to not have this as an action plan but use this to guide future services, events, programming and things like that?”

Rothman: “Yes, ideally it will be on student services. We would like to use this university-wide and on all of our campuses, to guide our programming and decision-making but also use this as a measurement tool. For each of the indicators that I spoke about, we are starting to gather potential data points. We have identified the ones we currently have and identified gaps because we cannot measure all of the indicators well at this time. We are hoping to find metrics or develop ways in which we continue to measure. Ultimately we would like to eventually have something like a report card for the University around the idea of questioning if we truly are supporting student success.”

Balcom: “I can share some insight. I think there can potentially be some language around involvement as part of student success. I think if you guys have any input on that I think that would be a productive outcome from this.”

Qureshi: “In regard to academic achievement, I see the point of ‘timely completion of degree requirements’ taking into consideration that many students take more than four years to complete their degree, I am unsure if that is a true or strong sign of academic achievement.”

Kilfoil: “We know from data that the average student takes 4.7 years to graduate. So, we are aware that four years is not the norm. Part of this process is to educate people and the government that most students do take more than four years to graduate. Any student who switches programs will automatically be adding a year. In regard to timely completion, the idea that it may take more than four years is what we are trying to get at. We have the government and clients who think it may only take four years, and for many students, it can. But we want students to be able to do what they want and the idea, if you switch, is good for us because we want students to be doing what they like, but switching programs usually means adding a year to your degree, and the government does not take that into consideration. We have some messaging that needs to get fixed.”

Du: “I want to echo what Ali mentioned. I want to further the point that engagement in university from a student perspective is very important. There is definitely data that shows that an engaged student does very well compared to those that are not. For example, leadership and extra-curricular opportunities. I see that it says here ‘engage in educationally purposeful activities.’ I am not sure entirely what that umbrellas but, extra-curricular activities that may not be seen directedly as educational can still benefit students during their time at UNB and especially help make that connection to the University.”

Rothman: “We have definitely talked around that but have not exactly articulated that in the terms that you have mentioned so far. Here is where I see it fitting, you can agree or not, I think it fits beautifully within ‘desired skills and competencies’ and there is an opportunity to define that in terms of what students are hoping to gain while they are attending UNB. Does that feel like a good place for it?”

Du: “Yes.”

Balcom: “I think it really depends on what we see as the result of involvement. In certain context, it does set you up well to do something else, but I am wondering if there is space for something regarding successful students are those that feel at home in the community or something around engaging with the community?”

Palmer: “On Ali’s point, having something around the subject of belongingness is important. I think something around that is asked on the first-year survey. I know at least the Business faculty cares about that aspect very much and they tell the Peer Mentors the statistics of that every year. I think that is a huge impact in terms of student success.”

Le: “I just want to know more about the student success definition for international students. Because I know they experience a lot of pressure from their families and I know they cannot change their program because of financial reasons. If they were to change their program, they might not get support to do that.”

Rothman: “It is great to hear those sorts of experiences. I will say that we are working at doing a better job at assessing student satisfaction at UNB. There is a separate satisfaction committee, it is called the Positive Student Experience Committee. We started to do that last year and Ali sits on that committee, so she can tell you more on that. Between that work and the exit survey work we are hoping to gather far more data around student satisfaction because there are lots of instances like the one that you have noted, that impact not only student achievement and student success but, also the sense of belongingness and that sense of having achieved what that individual set out to achieve while they are here.”

Wilson: “I agree with Ali and the sense of belongingness and that involvement would be part of that. I think that if students are more involved and are a part of different groups then they do feel at home while they are here, and it supports their mental wellness and that is something that would correlate with student success.”

Mackenzie: “I think success has to do with specifically the university and I know that UNB is very community orientated compared to some of the other big schools. Is the purpose of the definition to be more important for a student to measure their success or for the University?”

Rothman: “I am not quite sure, we have talked about it so far in terms of it driving the programming and services that UNB has to support students. We also spoke about it in terms of student success and less in terms of an individual looking at it and comparing themselves.”

Mackenzie: “A worry for that is what each individual student thinks of success varies. For some having a successful day could mean just getting through the day and doing their tests and involvement just is not what they think their university career should be, and that is obviously very personal. But if someone reads this and sees that involvement is part of the definition of student success then they may think they are not successful, when really they could be doing well.”

Rothman: “We have been really focused on framing it around that it is determined by the student. Because what was successful for me and what I ultimately gained as an undergraduate student was not the same experience that others may be looking for.”

Poirier: “On the topic of involvement and engagement, it strikes me that is falls within satisfaction which when upon further reading, it seems to be more of a super-category. A lot of these areas touch on satisfaction like if you are meeting your education objectives you will presumably be satisfied. It also seems to fall into ‘environment values diversity and inclusion’ and that is not its own category.”

Rothman: “Are you suggesting having student satisfaction be an overarching lens?”

Poirier: “Is diversity and inclusion one of those? It is in more of a prominent position, but it is not its own item on the list. I assume there will be some sort of metrics to determine that sort of thing. But my comment is just that satisfaction itself seems like a super-category. It is a bit more qualitative than others.”

Jardine: “My comment goes on the 6th topic about university performance. I was just wondering how is, or will, or can it be measured? Please correct me if I am wrong or if I missed it but the only way, I can think of it being measured is voluntarily and if that is the case is that does that give you the most accurate sample size?”

Kilfoil: “We are working with the Alumni Office. We are hitting on some of this and we are planning to use the Alumni Association, and some of the metrics going forward, and try to email them and ask them questions. We do have some other measures which measures money two years out. I know right now Forestry makes the most money at $79,000 per year after graduation, followed by Computer Science and then Nursing. We are also getting data, and it’s not detailed enough because it is a smaller sample but, how many students are working in the field they graduated in. So those are the metrics we want to pursue.”

Rothman: “I would argue that these are just some of the metrics we would like to use. But the one you had mentioned is what we are struggling with the most to get the data. We have recognized that there is a lot of self-selection in terms of getting that information. We also know that asking if they work in their field isn’t necessarily going to give us exactly what we want either way. We know that people can be very happy in what they are doing and may not be working in their field. Some the data that we can get are not exactly giving us the information we want.”

Lazarev: “Regarding the definition how are you going to set up surveys or collecting data where students are able to define student success?”

Rothman: “One of the things we do is around academic advising. Having robust academic advising that really asks students what their goals are and what they are planning to do. Which is far more rebut than gathering data in what program they started in versus what program they ended in. A lot of students are coming into a program as a gateway to what they really want to do so, if you are looking at how many students persisted through then we are losing a lot of students but, it does not mean they are not happy and successful.”

Lazarev: “The one thing I wanted to steer clear from, then if you are pulling data from surveys that are already ongoing, if they are more restricted like multiple choice surveys then students don’t get to pick their goals and what they think is their goal for going through their university career.”

Rothman: “So more open-ended surveys?”

Lazarev: “Yes, if you are going off the definition that they are setting their goals.”

Meagher: “Why did you decide to go with persistence versus resilience? Persistence in my own head is that you have just gotten through not that you have overcome and gotten through.”

Kilfoil: “The government likes to measure persistence as a way universities can compare each other. For instance, at UNB a lot of students do not make from year one to year two. On this campus around 18% of our students do not go from year one to year two, out of that 18%, 5% are students that fail out. Basically, we have 13% of students that do not go from year one to year two and we do not know why. This varies greatly by faculty, there are small numbers in Nursing and Engineering but very large for Arts. As a university, we need to know, because it affects our budget as well, why students are or are not coming back year after year. We as a university, have a large turnover and it is something we measure and have to report on.”

Meagher: “Where in this definition is wellness and resilience reflected?”

Rothman: “Where do you think it should be reflected?”

Meagher: “I felt like it fell under the persistence category but now after listening to David talk it is more of a quantifiable measure and so I am unsure if it fits there because it is more subjective.”

Rothman: “I would say it does fit under the persistence piece because yes there are numbers and we quantify how many students are persisting from year one to year two or persisting at the University if they switch programs. I would argue that the persistence definition is broader than those who are going from year to year and that persistence does encompass grit and resilience and persisting in spite of. Is it fair for us to take note that we need to better articulate that?”

Meagher: “Yes, I do agree with you. I think persistence does cover the scope of resilience. I think where one is very quantifiable and the other very quantitative it would have to be clear that they both fit in that category and why.

*Motion to extend by five minutes.*

Mover: Du

Fernandez

*Vote passes unanimously.*

Cormier: “Is there a survey for students that do not return for their second year?”

Rothman: “There is not. We have done one before a number of years ago. We did a series of successful leavers surveys and we did not continue because the information that we got was not helpful. We were getting a lot of comments from students that really spoke to their experience but not necessarily transferable.”

Kilfoil: “It is one reason why we have an exit survey. We are trying to find a way that is not too invasive. When someone is leaving, we want to ask them questions that are almost mandatory.”

Cormier: “So it is in development?”

Rothman: “Yes, it is.”

McMillan: “Under satisfaction, it says that there is a sense that he/she belongs, that should be switched to they for inclusion purposes. The UNBSU does a lot of advocating for students and I think there should be something about how their voices are being heard, whether it is under the terms of them being properly advocated for, but that could also go under your engagement and educationally purposed activities. I know that we have done so many campaigns and I find that really helps students feel like their voice is being heard and that we are included in the University.”

Rothman: “Definitely.”

Palmer: “I want to look under academic achievement and the measurement of credit hours earned in consecutive terms. I sit on the Curriculum Committee and one of the data pieces we look at is credit hours, and credit hours differs from every degree and program. What is the rationale behind the measurement of credit hours?”

Kilfoil: “It is not a great measurement to see how well someone is doing because the measurement we have to go through a lengthy process before we can assess. Students that do not complete 24 credit hours do not get an assessment. It is something we are looking at, but we are hoping as a committee to make recommendations to the Registrar’s Office and have things changed.”

Palmer: “For example, a regular course load for a Business student is 30 credit hours over the course of a year whereas for Forestry and Engineering it could easily be 35 to 37 credit hours and that paints a very different picture in terms of if someone is underachieving or underperforming when that is not the case.”

Rothman: “Right now the data that is pulled is by faculty so that we are not comparing students between faculties, I believe we just compare students within their program.”

Kinfoil: “Right now we are not doing a lot of comparisons just on credit hours but more on academic standing so Dean’s list, academic probation, etc. We want to see the mix of academic standings so that we can see if a lot of students are in trouble or if they are doing great.”

Palmer: “Under satisfaction, I think a really important component is access to campus resources. I think resources like the Student Health Center and counselling services is a prominent indicator of satisfaction and I do not see that accurately represented. Another point I had was under the academic advising point under satisfaction. The quote that was used – ‘academic advising is the single most powerful predictor of satisfaction with the campus environment’ (Kul et al, 2006, p.60) – is actually ‘the quality of academic advising is the single best predictor…’ not just the presence of academic advising and it goes on about the spinoff. So, I think an important component would be to look at how to measure the quality of academic advising. The data points that the Early Intervention Program uses to measure if a student is at risk or should be intervened with is, I believe, attendance, getting a D or lower on a paper within the first six weeks of the course, and absences. I think that is a very difficult measurement because right now we do not measure attendance in the majority of courses and measuring if a student got a D on a paper within the first six weeks is really dependent of the course and assessment protocols opposed to a student’s actual experience and ability to do the course. So, I believe identifying students who are at risk and need to be intervened with is something to watch. The last point I had was on the ‘attainment of education objectives’ and the point under that ‘degree/credential completion rates.’ I think it would be really interesting to clearly indicate the desired degree/credential completion rates in terms if a student comes to UNB and wants to take energy engineering which is not offered at UNB than the closest location where that program is offered is Dalhousie University and energy engineering is the program they want and desire to achieve to but now they are three years into their engineering degree and they cannot just make the switch and so an important component to finding out would be if students are achieving the degree they really want.”

*Motion to extend by 15 minutes.*

Mover: Palmer

Seconder: Du

*Vote passes unanimously.*

Le: “An international student cannot exactly enroll in the program of their choice, but it is not the program of their interest, but they enter that program because of the labour market. What is deemed successful is if they have a job where they can support themselves so, would that be deemed successful?”

Rothman: “What is your suggestion? How should we conceptualize that?”

Le: “That is what I struggle with as well.”

Kilfoil: “We recently did an international student survey and one of the things we learned from

that was that over 60% of international students are hoping to get permanent residency.”

Fernandez: “Looking at satisfaction and persistence I am wondering where student health and mental health were reflected in this? I think a lot of research could make a compelling argument that mental and student health have a strong correlation with student success and any definition of success. It also is something that students struggle with quite openly. Grace

and I were doing research for a project recently and we found a nationwide study which consisted of over 34 institutions in Canada which is over half and only 3% of students were deemed healthy under national guidelines. I was just wondering where mental and student healthy fit in and why they are not explicitly stated?”

Rothman: “Where should it be?”

Fernandez: “I feel like it could fall into persistence and I do not know if would fit in well with any of the subcategories. The inclusion of financial aid and financial wellness and not student health also strikes me. Looking at satisfaction again, I think a student that is doing well mentally and physically is probably satisfied because again there is a lot of studies done that show correlation between student health and success.”

Rothman: “Are you suggesting that persistence is a category we should continue with?”

Fernandez: “No, I have done a lot of reading on persistence and grit and I think that it is very important and indicative of a successful student and graduate. Looking at what Emily said it came across as more as the University is just looking for students to get by, which I know is not the case.”

Rothman: “So better articulation?”

Fernandez: “Yes and what persistence means and drawing reference to grit. You could draw those very well to a student succeeding and not just getting by, it just is not there right now.”

Balcom: “I agree with what Craig is saying. The difference in the language of barely surviving versus thriving in an environment is key and particularly for this definition. We should be promoting wellbeing and the holistic sense of the word and there are many components of wellbeing that it could perhaps merit its own point within the definition. Another point I wanted to bring up is the idea of providing a space for students to explore various passions. I think the fact that you get to test out taking courses in various faculties if one chooses, is a unique aspect of university and I believe UNB does a great job of providing students a space to do just that.”

Du: “I agree with what Ali said. I have a recommendation and it comes with a preamble. I think the University is going through or soon to go through a big change. I think that is the case because, for example, we are looking for a new president who will set a vision for the University for the next however many years. The University is also undergoing strategic planning for the next several years. When you mentioned that student success is not defined at different universities, I think we can take advantage of that and define it in a way that makes sense for UNB. What Duc touched on earlier with international students is a great point. For example, UNB obviously struggles with enrollment and not all universities do but, here in Atlantic because demographics are declining. The strategy that the university will pursue is undoubtedly to attract more international students. If more international students do in fact come to UNB, and hopefully many do over the next several years, then we must ensure that once they arrive on campus that we have all of the success metrics that are relevant to them. That goes for not only international students but, also on eventually the decision on what the University will want to be.”

Qureshi: “My point was on the ‘attainment of education objectives’ and under that the ‘performance of post-graduate exams (MCAT, LSAT, GRE, etc.).’ What was the reason behind asking for such results? Because in regard to performance on post-graduate exams it does not measure student success. For example, if a student scores highly on the MCAT is does not necessarily mean they get into medical school.”

Rothman: “Part of the rationale for inclusion is recognizing that for some of our students that those programs are their end goal and so their performance on those exams are critical to their own success moving forward.”

Kilfoil: “We want to think of professional programs like Business, Nursing and Engineering and because of their accreditation they like to know going forward how many students that are scoring well on post-graduate exams.”

Rothman: “For a lot of students those exams are a part of their personal success or academic success.”

Kilfoil: “For example, and Nurses are well aware of this, undergraduate Nurses graduate with a BN and do not get an RN until they write a test. We have been having a discussing with the Nursing faculty about if maybe that RN test needs to be considered as part of the consideration because right now it is based on BN.”

* 1. **Richard Du: Update from the Policy Committee**

*President Richard Du updates the council on the work performed by the Policy Committee by stating “that the Policy Committee met on Tuesday. The Policy Committee is looking at the committee policy and we will have something to present next meeting. We are just fixing a lot of holes and inconsistencies.”*

* 1. **Emily Meagher: Club Ratification**

*VP Finance & Operations, Emily Meagher, introduces each club and gives a brief description of their intentions.*

* + 1. **UNB Chess Club**

*Meagher introduces the UNB Chess Club by stating that “they are just looking for recognition and some promotion so that they can more members involved.”*

Mover: Meagher

Seconder: McMillan

*Vote passes. Lazarev abstained.*

* + 1. **Girls STEM Up**

*Meagher introduces the Girls STEM Up club by stating that they are “the first in Atlantic Canada and they are seeking ratification for funding and promotion purposes. It is meant to be a conference that promotes women in leadership, and particularly in STEM subjects.”*

Zundel: “Article three there are some minor grammatical errors, and it may be unfinished.”

Fernandez: “I would recommend them to look through and find typos as there is few errors throughout. At the bottom, there are two individuals that signed as Chair but there are no Chair positions defined within the constitution.”

Mover: Zundel

Seconder: McMillan

*Vote passes unanimously.*

1. **Reports to Council** 
   1. **Vice President – Student Life**

* This past weekend he attended the Alumni Council AGM and as well council and business meetings. Part of the VP Student Life role is that he sits as a councillor on the Alumni council. He provides a student perspective. The Alumni Council said they love the Student Union this year, they had some amazing feedback from Homecoming, they have really felt that the Student Union relationship has greatly improved compared to previous years, and they are excited to work together on events this year. If anyone is planning events this year and think there could be a strong Alumni component reach out to the Alumni Association!
* The new engagement forms are some of the websites such as SLIC page and the SafeRide page. They are super easy forms which great because more students are likely to answer them.
  1. **Vice President – Finance & Operations**
* She has sat on the Alcohol Policy Committee and there may be an update next meeting.
* We are working on the Orientation Chair and Vice-Chair hiring.

*Motion to appoint Craig to the Hiring Committee for the Orientation Chair and the Orientation Vice-Chair.*

Mover: Zundel

Seconder: Lazarev

*Vote passes unanimously.*

* Great work on Sustainability Week!
  1. **Vice President – Internal**
* This week was the first meeting for strategic planning for the University, it was recommended that they come visit council.
* Numerous meetings for the Presidential Search Committee coming up.
* There was a Senate meeting, but nothing substantive to report on.
  1. **Vice President – Advocacy**
* Had a meeting with UNBSU Food Group and looked at collaborating for Wellness Week! On November 13th there will be a workshop where the UNB Dietician comes in and speak about healthy choices. There will also be a two-part workshop, where one workshop will be more information based and the second part there will be cooking at Renaissance College.
* NBSA were looking at indigenization and reconciliation policy.
* In terms of CASA, there are still phone calls being made about schedule meetings with MP’s.
  1. **President**
* Thursday was a full day of board meetings.
* On Thursday, he was in attendance to a thank you for Dr. Richard Currie.
* This Friday is the Alumni Skybox at the Aitken Center at 7pm!

1. **Announcements**

Balcom: “We will start doing councillor updates at the start of next week! We will also be soliciting nominations for councillor of the month where you can win a Cellar gift card!”

*Councillor updates will be done in similar fashion to what was done last year, which is half the councillors go one week and half the next.*

Qureshi: “In regard to Wellness Week, if you want to help out just drop by!”

1. **Question Period**

*McMillan asked Qureshi about third-year Nursing students being involved with Wellness Week and who she should get in contact with. Qureshi responded stating that she is able to give them her email.*

1. **Other business**
2. **Adjournment**

Mover: Lazarev

Seconder: Wilson

*Meeting adjourned at 8:18pm.*