NOTES

In Attendance: Yehuda Ben-Shahar, Georgia Binnington, Bill bottom, Emelyn Dela Pena, Joanna Kim, Chris Kroeger, Richard Loomis, Steve Malter, Derrick Ogola, Gabi Restrepo, Ben Schulman, Madison Siguenza, Maxwell Thompson, Holden Thorp, Grayson Uhlir, Marni Widen, Rob Wild, Gerhild Williams

Guests:
Jill Fechtman, Associate University Registrar
Sue Hosack, University Registrar
Kyle Jeter, Student Union, Vice President of Programming
Jessica Kennedy, Director, Title IX Office and Title IX Coordinator
Mark Taylor, Dean, Olin School of Business
Kim Webb, Director of the Relationship and Sexual Violence Prevention (RSVP) Center

Science of Scheduling Classes

Two issues for discussion:

• Students want to plan a four-year academic schedule but can only see courses for the next semester; it would be helpful if they could see class schedules beyond one semester
• The challenge of scheduling classes as requested within “popular” times

Behind the scenes…

• The academic units in the schools each set up their own course offerings in WUCRSL (our client software where course detail is maintained). For spring classes, they can begin doing this mid-June and finish by end of September for web display around October 1. For fall classes, the timeframe is December 1 thru mid-February.
• On the ‘curriculum’ record for each course in WUCRSL the schools and departments can indicate the “frequency” of that course, e.g., offered every semester, annually, every 2-3 years, unpredictable, etc. This course Frequency information is displayed for students to see in Course Listings, also History.
• The academic units also enter class meeting days/times in WUCRSL, along with projected enrollment and desired classroom features. There are standard days/times from which to choose; a non-standard day/time combination can be requested for some courses. This information is used to schedule class sections/subsections into classroom spaces.

Student functionality at WebSTAC
• The student’s Registration Worksheet tools are using that same course data set up by the academic units in WUCRSL. The detail on class meeting days/times facilitates lets
students build a class schedule and then enroll with a one-button click into specific course sections and subsections when registration opens.

- In our current environment, students can only begin to build a Registration Worksheet and plan out a semester schedule once the courses for that semester are actually set up and approved by the academic units in WUCRSL, then posted in Course Listings. SU2018 is the latest semester available right now; FL2018 courses will be available February 19.

The future is near…

- A more comprehensive academic planning tool is something we’re looking for in a new cloud-based Student system. This would ideally bring together current tools like the Registration Worksheet, the ArtSci Planner, and WUachieve so students (and advisors) could map out four years of degree requirements and electives with the available info on course offering/frequency.
- We also want to introduce course prerequisite detail/controls in the student Planning and Registration processes.
- The Workday Student product under consideration appears to provide much of this, but of course the basis for any planning the students can do would still be the course data as defined by the academic units. That said, the ability to leverage a limited set of course information on availability and frequency may give us some new options.

The Challenge of Scheduling Classes

- There’s a limited number of classrooms and many classes want midday times:
  - FL2017 undergraduate day classes (sections and subsections)
    - 13% have Start times before 10:00 AM (220 classes)
    - 69% have Start times between 10:00 and 3:00 (1169 classes)
    - 18% have Start times at 3:00 PM or later (300 classes)
- In the classroom assignment process we also try to accommodate faculty with back-to-back classes, faculty and students with special accessibility needs, requests for special room features, etc.
- Particularly challenging to schedule are non-standard class times, evening exams for multi-section classes, related academic events like colloquia

A new Student system may allow us to define greater restrictions on course detail, such as the number of courses that can be offered during “prime time” to help us maximize classroom utilization throughout the day (in both pooled and non-pooled classrooms).

Administrative Systems Replacement Project

**July 2018 – June 2019**
- HR & FIN Business Process Design and Configuration

**July 2019 – June 2020**
- HR & FIN Integrations, Testing and Launch
- Begin Student Business Process Current State Analysis
- Enabling Projects Complete

**July 2020 – July 2022**
- HR & FIN Implementation, Stabilization, Legacy Retirement
- Student Business Process Design and Configuration

**July 2022**
- Student Implementation 😊

**July 2022 – June 2023**
- Student Stabilization, Legacy Retirement
Discussion
Offering 80-minute science classes on Tuesdays/Thursday allows time for in-lecture exams which are beneficial for the science classes. It is difficult to give a science exam during a M/W/F 50-minute timeframe. The assumption is that you are not allowed to offer evening exams unless there are more than 100 people in the class. If evening exams were allowed for all classes science instructors may be more likely to move to M/W/F.

The registrar’s office tries to accommodate evening exams. They suggest that you teach in whatever timeframe is pedagogically best for your subject. If you need extra time for exams they will try to help you with the exam schedule.

The registrar’s office is not aware of any policy that would not allow evening exams. Sue recommended that Professor Loomis contact the College Office since Dean Smith was not at the meeting to clarify.

Why does the BU school typically not have classes on Friday?
The BU faculty has come to prefer the two Monday/Wednesday or Tuesday/Thursday 80-minute formats versus the three 50-minute format. Much of the class work is done in teams. Keeping Fridays open allows time for the team work, interviews and other school related activities. – Steve Malter

A&S sciences courses are also trying to keep with the T/T schedule to allow pre-med and science majors travel time on Fridays. – Richard Loomis

Student Union Activities Update

- Released a Guiding Goals document at the beginning of the term to outline what we wanted to accomplish. Much of it has been accomplished or is in progress currently.
- Opportunity Fund, which ensures that students from low-income backgrounds are not excluded from having a complete college experience, was launched in November.
  - $30,000 contributed by the Senate and the Treasury for the pilot year of the program.
  - Partnered with SFS to be able to maintain anonymity of student financial records.
  - SFS determines which students qualify.
  - The $30,000 is then split among these qualifying students.
  - These students receive a Bear Bucks card from SU (distributed from the SFS office) - this card was made to look as similar to ID cards as possible to maintain discretion.
  - Students can spend this money on any SU related fees, activities, etc. through the use of Bear Bucks readers - the same as one would use an ID card.
  - We will be reevaluating the fund in the coming month to see how many cards have not been picked up by qualifying students and look into re-allocating those unused funds.
  - We will be looking to expand this fund moving forward.
- Mental health
  - Senate has created a mental health task force in which we connected them with Rohan and Nora (the board reps. from last year) to consolidate research and student input. We have been talking with administrators, such as Dr. White, to now figure out the best way SU could work in tandem with the plans the university has proposed in investing in the field of mental health and wellness.
    - We are focusing on developing initiatives to help break stigmas among the student body, how we can address any aspects of our campus
environment that contribute to students struggling with mental health, and partnering with different members of the university such as WashU Cares in order to do so.

- Washington University Group Organizer (WUGO) improvements/implementation.
  - There are still issues with the system but there have been some improvements.
  - The system has been utilized to organize contact information for the presidents and treasurers of each of the student groups, allowing them to report information on SU training and policies.
  - The system provides a campus wide programming calendar listing daily activities.
  - The calendar can assist individual groups with scheduling their events.

- Game Day.
  - SU sponsored tailgating at the final home football game.
  - They look forward to continue the tailgating events in the years to come and are looking a possible funding.

- Diversity and inclusion.
  - SU is working to serve a diverse student body, and to do that they need to make diversity a priority among SU as a whole. They are working to do this in a couple of different ways:
    - Diversity trainings: working with Teaching Racial Understanding Through Honesty (TRUTH) and the Diversity Affairs Council (DAC). The Exec and Treasury have already worked with Purvi Patel from the Center for Diversity and Inclusion. Training will continue for Social Programming Board (SPB), Senate, and other SU entities. These trainings are meant to open up dialogue within these entities and take the first step in establishing diversity as a priority among SU.
    - State of Diversity Address on 2/12: Last year SU started a diversity report of the 200+ members of SU done by the DAC. Last year, the results of this survey were simply published. This year they were looking for a way to draw more attention to these results as well as open up a dialogue on where they can improve and how to do so. The DAC will be working with different leaders throughout SU to plan this event where they will present and explain the results of the survey as well as touch on some of these methods in which they can improve. This event will be happening on February 12th.

- Town Hall meetings for students
  - An initiative to get student feedback on how SPB and the Senate/Treasury could best support students.
  - More student input for our entities.

- One-page financial manuals to simplify complicated procedures - to be released this week.
  - How to write a budget.
  - How to make an appointment.
  - How to create an appeal.
  - How to submit an expense request.

- SU website updates - to be completed after General Budget in February.
  - More user friendly.
  - More adaptable to how the entities of SU currently work.

- Restructuring
  - Over the past year, SU has collected a lot of student feedback on ways they can improve our student government in our fields of advocacy, allocating, and programming. They are currently working on some proposals that look into
changes in SU’s internal structure to address this. Specifically in the areas of our class councils, the senate, the treasury, and our social programming board. They are in the preliminary stages of these proposals, but our overall objective is to ensure that each of these branches have a clear, outlined purpose and that they are serving the student body to the best of our ability. More information will come out as they solidify some of these proposals, but they are very excited about the idea of working to improve our student government.

**DISCUSSION**

Congratulations on the launch of the Opportunity Fund. Can the Opportunity Fund cards be used to purchase tickets for fundraising events?

Within the next few months, SU will evaluate the first year’s use of the card, including looking for loop holes. This fundraising question is something that will need to be discussed.

The protocols for using the card have not been explained to the student body because of the wish for autonomy of the users. It might be beneficial to share the purpose of the card with the student body.

How will the restructuring of the Student Union affect the Council or Senate?

The answer to this question should be clear within the next two weeks because any changes to the SU constitution require a student body vote.

**Olin School of Business**

Mark Taylor became dean of the Business School on December 1, 2016. One of his first initiatives was to develop a strategic plan for the Business school using the strong foundation of the school as a starting point. When designing the strategic plan they had to decide how the plan would impact students and how the successes would be measured over time.

The Vision:

To provide world-changing business education, research and impact.

The Mission:

- To produce and disseminate *path-breaking research* that impacts business and society.
- To produce *world-class business and organizational leaders* who have a strong value system, solve complex problems, and think on a global scale, regardless of the size and location of their organization.
- To provide a *return on investment for our students and alumni* throughout their entire careers.
- To *engage meaningfully with business and government* to create a better society.

Values are a key element of the strategic plan:

- Integrity
- Collaboration
- Diversity
- Leadership
- Excellence

In five years, the Business School will...

- Have moved from being a good business school to a *great business school*. 
• Have an **indisputable reputation** for research with impact, **sought-after** students, **engaged** alumni, **world-class** faculty and staff.

• Be envied by our competitors as **collective thought leaders** who have **changed the world** of business, government, and society.

But what about right now?

• **New joint programs**
  - Working with engineering and the Brown School to launch new programs

• **Weston Career Center update**
  - Responded to feedback about ways to improve the career service.

• **Access**
  - Reduced barriers for students to take classes in the BU School, making the school more welcoming across the university.
  - Created additional pipeline programs

• **Growth of our partnership with the Brookings Institution**
  - Working on doubling the size of the Space in DC
  - Working toward all BU students, grad and undergrad, having a residency in DC

• **Experiential Learning**
  - The Center for Exponential Learning offers an international impact initiative, sending students around the world to work on meaningful projects

• **Growing Olin’s reputation**
  - Most U.S. top business schools do not offer undergraduate degrees. The BU school is proud not only offer undergraduate programs but also remain top in the rankings.
  - The school is working on other elements of rankings.

And of course, some fun

• **Last April Shakespeare’s birthday was celebrated through “Shakespeare at Olin”. The event will be repeated this year.**

**DISCUSSION**

What were some of the recommendations for the Weston Career Center?

Some of the high level actions taken:

- To take a much more proactive business development approach; going out and targeting top firms to come to WashU and recruit.
- More focus on individual programs, aligning advisors and students.
- Update the career education piece. Incorporate lifelong skills for students so that they carry their learnings throughout their entire career.

Students have noticed immediate improvements:

- There are more walk-in hours every day.
- From 11:15 AM to 1:15 PM the school is actively surveying students to get real time feedback to advisors.
- On-line scheduling has made it easier for students to schedule their own appointments.
- Defaulting appointments to 30 minute increments instead of 60 minutes has created more availability.

**Title IX**

In 2014, the Task Force on Sexual Assault and Relationship Violence was commissioned to address sexual assault and relationship. The following slides outline the concerns on the left and the actions on the right.
Changes Since 2015 Task Force

• Resources are lacking for certain student subpopulations including the Medical Campus, Danforth Campus graduate students, international students, LGBTQIA+ students, and students of color

• Mandatory programming needs to be expanded

Changes Since Task Force (cont’d)

• Hired Dr. Gladys Smith, WUMS Student Health
  Sexual Violence Prevention Therapist and Counselor

• Hired Jen Durham Austin, LCSW at RSVP Center – specializes in working with LGBTQIA+ students

• Hired Travis Tucker, Jr., Assistant Director for Leadership and LGBTQIA+ Involvement

• Think About It: Adult Learners online training required for all graduate and professional students

Changes Since Task Force (cont’d)

• Current consent definition, as outlined in the Student Judicial Code, is confusing to many students

• Definition of consent updated and expanded July 1, 2016; part of new Student Conduct Code, Offense #8

• Additional guidance on consent on Title IX website

Changes Since Task Force (cont’d)

• Systematic assessment of incidence and effectiveness of University response and prevention program evaluation

• AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct

• Campus Sexual Assault and Relationship Violence Assessment Initiative, hosted at Institute for Public Health at the Brown School

Further Areas for Improvement

• Increase prevention efforts
  – Mandatory faculty and staff trainings
  – Increase focus on graduate and professional, other specific student populations (international, ethenes, queer life, etc.)

• Improve the USAIB process
  – Timeliness
  – Exploring hiring of in-house investigator, other enhancements to the investigative model

• Instill trust in Title IX process among students
  – Listening sessions
  – More transparency through improvements to website, visibility of office

USAIB statistics

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The RSVP Center - Growth and Gaps

The RSVP Center operates on a public health model and utilizes trauma informed practices, response, and prevention education to address relationship and sexual violence.

DIRECT SERVICE
provided by Kim Webb and Jen Durham Austin in the form of:

- AAP response services
- Crisis Intervention
- Counseling
- Academic accommodations
- Housing accommodations
- Waived work accommodations
- Information on reporting options
- Support for friends and family
- Safety Planning

- Assistance in accessing:
  - Medical care
  - Police protection
  - Ongoing medical and mental health care
  - Orders of protection
  - No contact orders
  - No trespass orders

PREVENTION SERVICES
provided by Allie Halbert, Sexual and Relationship Violence Prevention Specialist

- Green Dot bystander intervention Program
- Leaders in Interpersonal Violence Education (LIVE)
- The Date
- Stand by Me

- RewardBlurredlines
- Education related to sexual harassment, sexual assault, dating and domestic violence, stalking and bystander intervention

Staff

Full-time
Director
Support Services Counselor
Prevention Specialist

Part-time
Administrative Assistant

Temporary Part-time
Prevention Coordinator
Decision Data Program Coordinator
Prevention Theater Director
UIE Advisor

Student Staff
Work-study - 1
Practicum (students) - 4
Undergraduate Intern - 1

Snapshot of support services: academic year 2016-17

Services through RSVP
- 211 students sought direct support services, resulting in 514 contacts
- 400 contacts were made for academic accommodations on behalf of 82 individual students at Washington University
- At least 10 individuals permanently dropped one or more courses
- Eight individuals took a leave of absence
- One student transferred
- At the end of the year, 18 still had incomplete courses, 3 of whom were graduating seniors

Identified Areas to Engage and Support:

- Marginalized communities:
  - Black and multi-racial students
  - International students
  - Graduate and professional students
  - Students with disabilities
  - Veteran students

Questions?

Kim Webb

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DISCUSSION

What strategies are you using to reach graduate students in the DBBS program on the Med School campus?
The RSVP center has regular communication with the DBBS students.

Each fall Jessica attends the Med School orientation programs where she talks extensively about the resources that are available, about how her office works and where they can find the resource’s and support. There is now a full-time representative on the Med School campus to work with survivors.

Can you tell us about common trends you have found in the listening sessions?
Yes. The listening sessions began last semester. We learned about the lack of transparency. Despite our best efforts, people don’t understand how the investigative process works. They:
- Don’t understand how many cases are being investigated.
- Don’t know what kinds of information sessions we offer.
- Don’t know what their options are.

That has been a really important lesson for us and we need to do a better job of pushing the information out there, partnering with people who have better access to our students. We need to not only focus on our incoming students but also on to the students that are not involved in the mandatory programing. We heard a lot of concerns about the involvement of attorneys in the process. They are trying to do a better job on the website to explain what the role of an attorney is and is not. There were questions about outcomes and providing information. Visibility is important, explaining who is making the decisions and what kind of training they are receiving. The website was updated to reflect what was learned in the listening sessions. All of this information has been added to the website. The office is constantly reevaluating process and updating the website.

One big issue- Many people want the process to move faster but when they were asked whether they would like the process simplified in a way that would make it easier to move it along, there wasn’t any appetite for that. The takeaway was that we need to stay with the current process, doing the individual steps more quickly. We are working to do that. More resources have been added to help pick up the pace.

Misinformation was another issue. They are trying to determine what groups need to be addressed in order to clarify the information.

As your office continues to get busier is the number of cases also increasing or is the gap closing?
Sexual harassment numbers are going up drastically. Stalking numbers are going up because of social media. When you talk about sexual relationship violence specifically, the numbers are about the same but the reporting numbers are going up because of awareness and resources.

Despite all of the resources, there are still many, many unreported cases.

Are there other schools processes that WashU would like to emulate?
Every school is struggling with these issues. We are lucky with the resources that have been made available to handle and address the issues. We were one of the first institutions to have a fulltime Title IX coordinator. Most institutions have made their process smaller.

WashU is looked at as a leader in this area but we still have a lot of areas to work on and improve.
If you have a bad experience with our process you don’t care if we are a leader. Our goal is for the process to work for everyone here and we know we still have a long way to go.

**Campus pulse**  
Future topic suggestions
- Invite the incoming Student Union president to April 2018 meeting *Does not necessarily need to present. Can just attend.*
- Fraternity and Sorority Life at Washington University – Rob Wild and Max Thompson