

**SAAA Committee Meeting**  
Tuesday, January 22, 2019

**Meeting** called to order @ 3:00 pm.

**Attendance**

Call in: Susan Wesmiller  
Call in: Susan Skledar  
Joanne Baird  
Harvey Borovetz  
Juan Taboas  
Marylou Gramm  
Nancy Glynn  
Sybil Streeter  
Karen Steffey for Tricia Connell, SAC  
Mohammed Rajaab Nadeem, SGB  
Jacob Garcia, GPSG  
David Gau, Past GPSG  
Robin Kear, Senate  
Chris Bonneau, Senate  
Edwin Hernandez, Pro-tem  
Penny Semaia, Liaison  
Guest: Joseph McCarthy, Vice Provost for Undergraduate Studies  
Guest: Leigh Culley, Director of Disability Resources and Services

**Agenda**

1. Edwin Hernandez described his departure from Pitt to Embry-Riddle Aeronautical University at Daytona Beach, FL
  - a. Edwin expressed that it has been an honor serving the men and women of the military in our university
  - b. Pitt is now a top 10 school for veterans (VIQTORY, aka Victory Media, Moon Township, PA, <https://www.viqtory.com/>)
  - c. Search for new director is underway
2. Personalized Education Initiative: Joe McCarthy
  - a. How to enable students customize their educational program at Pitt for success?
  - b. First define the metrics for success. Provost office contracted Gallup Poll to evaluate “thriving” indices. 5 categories for baccalaureate graduates: purpose/meaning to job, social engagement, financial security, community engagement, physical (exercise etc.). Compared to large public university and research universities:
    - i. Pitt is doing well on any metric compared
    - ii. Across all metrics, at 15% which is still better than others; can we improve this.
    - iii. Six experiences for students that correlated with alumnus esteem for university, broken down into two main categories:
      1. Campus experiences: internships, extracurricular participation (sports, clubs), and a class project taking more than one semester
      2. Mentoring: professor made me excited about learning, mentor cared about me as person, mentor who encouraged goals.

- c. Projects in provost office
    - i. Enhancing undergraduate student ability to search courses: content and learning style, via Centralized student records
    - ii. Moving to a model with advisors more as mentors rather than technical advisors, via Pitt Commons Effort
    - iii. Pathways Tool: goal is an analytical toolset to help students achieve their academic goal.
      - 1. Employing EAB and Othot software:
      - 2. EAB has an advisor and student interfacing tool.
        - a. Advisor: coordinated care network. Work to assess students at risk (e.g. 6<sup>th</sup> year senior with 130 credits) with improved scheduling efficiency, sub-group emails to impacted student groups, academic diagnostics (GPA trend, credits, credits toward degree)
        - b. Students: Mobile app with self-service tools, additional support, nudges and alerts (organized by student groups or intake surveys), resource directory (with GPS coordinates), list of assigned advisors with contacts, scheduling tool, degree major explorer (e.g. stats on career data)
          - i. App/text messages to students can be tailored by year, school, degree, interest groups etc. Eg. Remind 1<sup>st</sup> year about financial literacy in first semester.
      - 3. OCC (Outside the Classroom Curriculum), a “collection of experiences, programs, and events at Pitt that help students to make the most of their collegiate experience”
    - iv. Others
      - 1. Advising hub: Developed and used in Dietrich and CBA (college of business administration) but will eventually be replaced by Pathways. (CBA will take longer, more customized)
      - 2. Arts and Sciences Academic website has career options for likes/dislikes and corresponding majors.
    - v. Questions
      - 1. Rollout to other campuses: Fall, including everything but predictive.
      - 2. Website and app availability: thinking about providing apple touch to students in need, but available on website
      - 3. Student to mentor ratios in Dietrich: 250 students per advisor, similar to peer institutions
      - 4. Version for graduate students: very heterogeneous population, will be difficult to implement; but under consideration.
3. Office of Disability Resources and Services: Leigh Culley
  - a. Evolution of disability law: 1973 (Rehabilitation Act), 1990 (Americans with Disabilities Act), 2008 (ADDA Amendments Act)
  - b. “Substantially limited” functions of major “life activities” as defined by law and regulations
    - i. Limitations: a physical or mental impairment that substantially limits one or more major life activities (sometimes referred to in the regulations as an “actual disability”)

- ii. Functions: the operation of major bodily functions, including functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.
  - c. Number of self identified students with disability on Oakland campus = 1,188 (undergrad, grad, professional)
    - i. Psychological (depression, schizophrenia, anxiety) 40%
    - ii. ADHD 21%
    - iii. Chronic illness 15% (IBD, diabetes, cancer)
    - iv. Learning disability 10%
    - v. Orthopaedic 4%,
    - vi. Autism 4%
    - vii. TBI 3%
    - viii. Blind / low vision 2%,
    - ix. Deaf/hard of hearing 1%,
  - d. Schools: all schools have self-identified students with disability
    - i. Dietrich has 54% of students with disability, next school with high number is Swanson School of Engineering at 11%
  - e. Interactive Process to determine accommodation
    - i. Evaluate student via intake form and conversation
    - ii. Established guidelines for 3<sup>rd</sup> party documentation (e.g. doctors confirmation of disability)
    - iii. Faculty expertise in what is reasonable accommodation (e.g. considering impact academic standards)
  - f. Projects in office:
    - i. Peer mentoring program for 1<sup>st</sup> year and transfer students
    - ii. Scholarships to study abroad: Kevin Cecil Scholarship
      - 1. Kevin Cecil was an engineering student at U Pitt who was shot at an ATM in Oakland, which left him quadriplegic.
    - iii. Questions
      - 1. Diabetes students: cannot schedule Pitt classes to eat meals for Type I diabetes board schedule. Need priority scheduling for class registration. Also issue of exam locations in addition to disability center. Need better personalization
      - 2. Others
- 4. Awareness of mental health resources: Chris Bonneau (President, Faculty Senate)
  - a. To quickly find student advisors assigned to student in PeopleSoft, call student records.
  - b. Making it easier for faculty/instructors to be more mindful of students potentially having a problem (e.g. absences)
  - c. Putting info of available resources on syllabi. This will also engender trust of students because they see the university has it as a priority (Nadeem)
  - d. Tap into RA (Resident assistant) network (Nadeem). Prioritizing upperclassmen, because they have their own network and hard to reach from official channels.
- 5. Potential to invite people from educational policies committee to present to SAAA Committee
- 6. Joanne summarized today's meeting: we need to be more proactive and less reactive to student needs. We need to identify the barriers we must break down to identify students with potential academic or life crises before they happen.

There being no additional discussion, the meeting was adjourned @4:52 PM

THE NEXT SAAA COMMITTEE MEETING WILL TAKE PLACE ON FEBRUARY 26 @3 PM IN 272 HILLMAN. AN AGENDA WILL BE E-SENT SHORTLY.

Respectfully submitted,  
Juan Taboas and Harvey Borovetz