

University Senate Student Admissions, Aid, and Affairs Committee (SAAA) Meeting via hybrid  
Meeting Minutes September 22, 2021

Called to order 3:03pm

Attendance

Elected Members

Nancy W. Glynn, Co-Chair, Graduate School of Public Health, Dept of Epidemiology  
Marylou Gramm, Dietrich School, Department of English  
Thottala Jayaraman, School of Dental Medicine  
Uma Satyavolu Rau, Dietrich School, Department of English  
Susan Skledar, School of Pharmacy, Pharmacy and Therapeutics  
Sybil Anne Streeter, Co-Chair, Dietrich School, Department of Psychology  
Susan Wesmiller, School of Nursing, Health Promotion & Development

Student Representatives

Yousuf Al-Abduladehem, Graduate and Professional Student Government  
Madeleine Detwiler, College of General Studies  
David Gau, University of Pittsburgh Postdoctoral Association  
Harshitha Ramanan, Student Government Association

Staff Council

Tricia Connell, Institutional Advancement

Chancellor's Liaisons

Kenyon Bonner, Vice Provost for Student Affairs  
Amanda Godley, Vice Provost for Graduate Affairs  
Penny Semaia, Senior Associate Athletic Director for Student Life  
Jennifer Seng, General Counsel

Senate Appointments

Gosia Fort, Senate Liaison  
Robin Kear, Senate President, ULS

Office of University Communications

Susan Jones, University Times

Agenda:

1. Opening/Introductions
2. COVID-19 testing on campus
3. Over-enrollment of first-year undergraduates
4. Initiatives for AY 21-22
5. New business

## Agenda Items

### 1. Welcome and Introductions

### 2. COVID-19 Concerns

- Delay with testing – New system implemented with O’Hara Street lot started today (9/22)
  - General demand for testing has been high across the US, leading to delays
  - Pitt has a contact with Quest, and are answering issues through them; KB will address with them and CMRO the lag in receiving test results leading to students not getting back in the classroom efficiently after exposure
- Trend of fewer students who are non-compliant with vaccination and testing procedures
  - Building access restricted, restrictions lifted on Saturday
  - 426 non-compliant students, ~24,509 vaccine cards uploaded
  - Issues with upload are normally user error
  - Need to have 2 shots and complete 2-week period to be considered fully vaccinated
- ALL buildings should have staff posted by the swipe-ins to make sure people are allowed in
  - Use COVID Concern Connection to report what buildings don’t have staff posted in the building (site is not just for COVID reporting)
  - Websites for reporting: <https://www.coi.pitt.edu/resources/pitt-concern-connection-report-concerns>  
[https://app.convercent.com/en-US/LandingPage/2d6327d5-9fec-ea11-a974-000d3ab9f296?\\_id=1612800567898](https://app.convercent.com/en-US/LandingPage/2d6327d5-9fec-ea11-a974-000d3ab9f296?_id=1612800567898)
- Professors have a significant number of students out of the classroom right now
  - Discussion of the best way to get students back in the classroom, on-site testing now in place may help situation
- Testing
  - Tent at O’Hara is for symptomatic students sent there by Student Health (must schedule)
  - First Floor Dining Hall at O’Hara - first priority is testing those who have been identified as close contacts and anyone concerned that they have been exposed to COVID-19.
  - See onsite testing website: <https://www.coronavirus.pitt.edu/onsite-testing>

### 3. Over Enrollment/Large Enrollment Year (see slide deck

- Enrollment has been consistent over the past six years
  - Email communication from VP Harding cites a 4.1% increase from last year (note this is total enrollment and not first-year –SAS)
  - It was hard to predict “MELT” this year with the pandemic
    - Transfer students and student retention rates have also played a large role

- Vice Provost McCarthy reported 100 of 4000 courses are oversubscribed. Querying schools about these classes. Asking them about number of students that could not get off wait lists. To be continued.
  - Housing, Space, and Classrooms
    - Refer to PowerPoint for a more in-depth discussion
    - Classrooms and common areas are tightly packed and hard to social distance
    - English Department is having issues with the larger class size and test-optional students, determining where to place them
      - ~49.5% of the Freshman class is test-optional
      - Not enough advanced warning to hire people, but also no classrooms to hold classes in
    - Impact on students and faculty
      - Students have much larger classes than intended
      - Faculty have been taking on more classes (overages)
      - Hard time adjusting for students who have been mostly online
      - Infrastructure needs to be updated to reflect the student body and their class needs
  - Ending question: Now that we have reasons for over-enrollment, what do we do now?
    - Committee decided to continue evaluating impact
4. AY 2021-22 Priority Topics
- Refer to slides from *SAAA response to class of 2025 over-enrollment: Space Constraints and Instructional Limitations* Report for priority listing and other
    - #1 – testing protocols
    - #2 – how to handle students that have not been in the classroom
    - #3 – DEI – racial justice initiatives
    - #4 – DEI – infrastructure to support those with DEI
  - #5 – DEI – impact of holistic (test-optional) admissions (grad and undergrad)
    - Additional topics brought forth by Committee (see Slide)
    - Penny Semaia offered to talk about “Name, Image, Likeness (NIL)”
5. New Business
- Poll will be sent regarding meeting format moving forward (zoom only or continued hybrid)

Meeting adjourned at 4:04 pm

SAAA response to class of  
2025 over-enrollment:

Space Constraints  
&  
Instructional Limitations

September 22, 2021

## Vice Provost Harding email communication 9.22.21

### FACT BOOK 2021

#### HEADCOUNT ENROLLMENT BY CAMPUS, LEVEL, AND SCHOOL — FALL TERM 2016-2020

			2016	2017	2018	2019	2020
Pittsburgh Campus	Undergraduate	Dietrich School of Arts and Sciences	11,153	11,339	11,380	11,086	11,004
		College of General Studies	1,011	1,010	978	895	750
		School of Education	215	234	213	197	183
		Swanson School of Engineering	3,015	2,967	2,984	2,842	2,734
		School of Social Work	100	94	92	81	61
		School of Computing and Information <sup>1</sup>		183	209	577	902
		School of Information Sciences <sup>1</sup>	170				
		College of Business Administration	2,099	2,104	2,043	2,012	2,045
		School of Dental Medicine	63	65	51	61	64
		School of Nursing	529	585	655	749	755
		School of Pharmacy	200	191	182	186	201
		School of Health and Rehabilitation Sciences	568	554	543	514	498
		<b>Total</b>		<b>19,123</b>	<b>19,326</b>	<b>19,330</b>	<b>19,200</b>

- Note how stable undergraduate enrollment on the Pittsburgh campus has been for the past five years.
- Fall 2021 enrollment data won't be final until the University's official data census date on September 28.
- as of September 17, Fall 2021 undergraduate enrollment headcount was 19,991 – a 4.1% increase over Fall 2020.
- Retention and graduation rates as well as the number of new internal and external transfers to the Pittsburgh campus are among a number of factors impacting the total number.

## 1. What effects are you experiencing or have you heard from your areas about this increase in students?

### **SPACE CONSTRAINTS: OUTDOOR, HOUSING, CLASSROOMS**

- OUTDOOR & STUDY SPACES (likely to worsen with weather)
  - Overcrowded hubs – with an increased demand for outdoor seating with limited availability
- HOUSING & STUDENT SERVICES
  - Less space for housing; students in "makeshift" dorm rooms and repurposed lounges
  - the housing that is under construction or planned won't be ready anytime soon
  - long waiting times for services such as health services, counseling, COVID-19 testing
- CLASSROOMS
  - some of the undergrad in-person programs and classes have been fully enrolled over room capacity, which leaves little room for social distancing
  - lecture halls are cramped and complaints about being over capacity
  - not enough space to get into certain classes because the demand for classes far exceeds supply
  - need for more buildings to teach classes in with bigger lecture halls.
  - There are not enough classrooms to schedule even required courses.

### **INSTRUCTIONAL LIMITATIONS IMPACTING STUDENTS**

- Finding open classes first-year or a transfer students was much more difficult
- Many freshman-level course options for students who registered later in the summer (and some upper-level course options for transfers), were full by the time they could enroll
- Extended Drop deadline prevented open seats from being used since those dropped during the extended period are unable to be filled (eliminates additional course options as it ends one week after the ADD period deadline).
- Technical and other difficulty with having large classes (especially over Zoom)
- Fewer opportunities to get to know students
- The English department has many more sections of Seminar in Comp to teach and no FT faculty hired
  - 20 new part-time faculty members needed to be hired to teach first-year writing courses
    - 84 freshmen on waiting lists could not enroll in the required first-year writing courses

## 2. How have these effects been addressed or not addressed?

### **SPACE CONSTRAINTS: OUTDOOR, HOUSING, CLASSROOMS**

- Limited seating for students and people often struggle to find spaces to sit and eat during lunch break
- Tight classrooms have not been addressed well, and many of my peers are uncomfortable with how closely packed it can be
- Using lounges as dorms can count as addressing the problem, but it's not a long-term solution
- Classrooms are not being created

### **INSTRUCTIONAL IMPACT ON STUDENTS**

- Please reduce next years class size!
- Faculty invited to take on course load overages, for overload pay
  - many English AS faculty are teaching 4 classes this semester
- University was completely unready to onboard new hires
  - Adjunct faculty contracts beginning after class start date (8/25) precluded access to Canvas, buildings, libraries, etc. until contract start date (9/1)

### **ISSUES ADDRESSED**

- Addition of Teaching Assistants has helped
- School of Nursing added clinical faculty due to faculty/student ratio requirements of local hospitals
- Money was appropriated for additional PT and adjunct hires
- Students who had limited course options were instructed to check daily for open course availability and while all were able to get enrolled in a full-time schedule, students didn't always succeed in enrolling in courses toward their primary academic interest.
- Academic Support staff were very active in communicating with first year students in continuing to check daily for open seats in courses of interest

### • 3. What suggestions do you have for addressing these issues?

#### **SPACE CONSTRAINTS: OUTDOOR, HOUSING, CLASSROOMS**

- Install benches on upper campus (perhaps utilizing the area behind the Pete Building for outdoor seating)
- Construct buildings with classrooms (not new sports facilities instead)
- Find room for classes in bigger spaces to facilitate more social distancing measures and protect the students.
- Increase off-campus hotel room housing

#### **INSTRUCTIONAL IMPACT ON STUDENTS**

- Hire faculty to teach these courses - overages are not sustainable – nor are overworked faculty beneficial for student success
- Request departments add additional seats or sections of courses to accommodate the increased number of students.
  - A 10-25% increase in course enrollment or allowing a more flexible permission number option for
- Review the number of unfilled seats from previous fall terms to compare to this term to understand how the increase in students made scheduling a difficult and frustrating experience waitlisted students could be explored.
- Survey faculty about extended enrollment limits
  - Provide additional funding and support to departments increase enrollment for their departments
- Survey students and/or academic advisors for those students who scheduled in August to assess their experience and offer suggestions for improvement
  - Compare May/June schedules with July/August schedules to assess any impact on General Ed Requirements vs Electives
- Review late drop data across academic departments to assess any impact of the Extended Drop period on course enrollments.

#### **WHAT WORKS**

- Resources from the Teaching Center for major projects makes grading easier, and also helps the students get to know each other



### Additional issue for SAAA to consider - please describe:

- What will be the long-term impact/expectations of remote synchronous classes for Pitt? Students like the access to recording lectures but it does impact attendance, lab, practicum, etc.
- Address the changes in athletics now that student-athletes are allowed to be paid for name, image, and likeness- how will that impact our athletic programs?
- I am concerned about how students who fall ill due to Covid, Covid complications, or other extended illnesses will be treated by the university now that flex@pitt is officially over. How do teachers support their learning? We do have a medical leave policy for students, but what is the expectation of the instructor to keep students on track with their course work if they are on such medical leave?
- Possibilities of increasing student worker wages
- How to make students more aware of grant opportunities across campus to help alleviate financial stress while also getting an opportunity to work on an educational project

# Ranked agenda items for AY 2021-22

1. **COVID-19:** What are the systems and policies in place for students to be tested and how are the results handled by the University? Specifically, is there a difference between University-provided testing vs. private entities (Urgent Care, pharmacies, etc.) (2.18,  $\pm$  1.75)
2. **COVID-19:** What services are in place to support first- and second-year students at both undergrad and grad levels who may not have been in a non-virtual classroom since March 2020? (2.27,  $\pm$  0.86)
3. **DEI:** Follow up follow up on the racial justice initiatives promised last year such as recruiting 10% African American students along with the other recommendations presented at Senate Plenary from our work last year. Full report here: [https://www.univsenate.pitt.edu/sites/default/files/Senate%20Committee%20on%20Student%20Admissions%20Aid%20Affairs%20plenary%20report%20to%20Provost\\_1.pdf](https://www.univsenate.pitt.edu/sites/default/files/Senate%20Committee%20on%20Student%20Admissions%20Aid%20Affairs%20plenary%20report%20to%20Provost_1.pdf) (2.64,  $\pm$  0.88)
4. **DEI:** What advances or initiatives have been made into infrastructure in preparation for both increasing the numbers of traditionally underrepresented students and (per the new global initiatives) raising the international student population to 10%? (3.82,  $\pm$  1.34)
5. **DEI:** What has been the impact of holistic (test-optional) review of student applications at both the undergrad and grad levels? (4.09,  $\pm$  0.67)