Undergraduate Advising Council

Monday, December 3rd, 2018

1. Committee Updates
    a. UAC Conference
        i. Proposal Deadline is December 15th
    b. Conference is February 22nd
2. Vote on proposal to remove the Critical Tracking text from the Compass Degree Audit
    a. Votes are submitted and will be shared with Allison so she can review the in-person and online votes and share with the UAC at large.
3. Dr. Lindner and Dr. Hass
    a. Dr. Hass is the new Associate Provost for Faculty and Academic Affairs and will take on some academic advising oversight responsibilities.
    b. The NACADA report has been released and has been shared with the Associate Deans and UAC.
        i. The release of the report was delayed initially with the implementation of the Compass system as well as the appointment of the new Associate Provost for Faculty and Academic Affairs (Dr. Hass).
    c. Dr. Lindner will oversee academic advising policies, practices, and frameworks.
    d. Dr. Hass will work on advising certification and professional development.
        i. Dr. Hass is a faculty member in HHP-APK and has been a Preview advisor for the last 10 years.
        ii. Dr. Hass wants to hear the needs of the advising community and help promote professional development based on the needs of the advising community.
        iii. Dr. Hass has met with Shay Potts to review the advising certification plans through Human Resources.
    e. NACADA Report
        i. The Deans were sent an email that asked them to work with the advising community and answer specific questions about advising.
            1. Examples of questions:
                a. What is the role of the advisor in your college? Do advisors serve roles outside of advising?
                b. What do you see as the major advising strengths and weaknesses in your college?
                c. Which findings in the report do you most disagree with or are least applicable to your college?
                d. Which 3 of the recommendations will have the highest impact on student success in their college?
                    i. What are the barriers to implementing these recommendations?
                    ii. What are your initial plans for circumventing these barriers?
                    iii. What is a realistic timeline for implementing these recommendations?

e. Have you identified additional strategies for enhancing the effectiveness of your advising programs in increasing the success of your students? How do you plan to implement these strategies?
2. The results of this survey of the deans will be compiled and shared in the March Dean's meeting.
3. This survey will also be discussed in the ACUA meeting tomorrow.
4. Deans have been asked to submit their answers to these questions to Dr. Hass by February 1st.

ii. Questions about the NACADA report
1. More clarification on the advisor certification plan:
   a. Dr. Lindner: it is important to have the Advisor 1, 2, 3 designations be meaningful to advisors.
   b. Would there be a ladder of promotion, instead of needing to take a new position to receive a promotion?
      i. Dr. Lindner: Yes, that would be the intention for advisors to see a path for promotion.
      ii. Dr. Hass: that is the hope, and it is important to build loyalty in your position/college instead of feeling the need to switch jobs in order to achieve promotion.
   c. In smaller offices, there aren't as many additional responsibilities to give, so there should be a merit pathway for promotion/pay increase instead of based solely on additional responsibilities.
   d. From a new advising perspective, it's a little misleading to see the Advisor 1, 2, and 3 designations without a true pathway for advancement.
   e. Dr. Lindner: do departments need to be better aware of the Advisor 1, 2, 3 roles?
      i. Yes!
   f. The structure in Fine Arts and CLAS is appealing since it builds in the faculty structure for promotion.
   g. Dr. Hass: it's challenging since there are different opinions around campus about the role of advisor, and that role differs from college to college.
   h. It's also difficult for advisors who are classified as Advisor 3 without any room for additional advancement.
2. Dr. Lindner: does your college have an assigned Director of Advising?
   a. Are those directors at the table when leadership at the college meets?
      i. Generally, the consensus is yes.
   b. Part of the recommendation of the consultants is to create a more consistent framework for advising across campus.

       i. They've recommended an advising leadership group where every college is represented by their director of advising, to develop more consistent philosophies of advising for campus.

       ii. These philosophies would be related to the learning outcomes for students, mission and vision for advising at UF, etc.

  c. The report also recommended an Assistant Provost for advising on campus.

       i. UF does not have an Assistant Provost model/position, but Dr. Lindner thinks there is support to create a point person for advising across campus.

  d. Thoughts on a leadership group for advising, to develop the shared philosophies of advising for UF?

       i. The UAC originally held this role so, yes, this would be favorable.

       ii. This would be important to make sure that advisors have a seat at the table, such as at UCC and ACUA.

       iii. ACUA should include an advisor from each unit rather than just the UAC chair.

3. Can we utilize Canvas for advising?
  a. It can be difficult to fill in all gaps and be accurate with email and Canvas advising, and we would need to streamline it so all colleges agree to advise on Canvas.
  b. There are also limits on what you can share via email, and email advising doesn't allow advisors to ask the necessary probing questions.

4. How can we develop best practices across campus for email, in-person, etc. advising?
  a. That could be one of the goals to develop moving forward.

5. Who is going to review what each college wants to do and how that might impact other colleges?
  a. Dr. Hass: We were hoping that the UAC could sit down to review that.

6. Dr. Hass: there isn't a more resilient group on campus than advisors, and UF hasn't fully appreciated that commitment.

7. Dr. Hass: UF's decentralized nature doesn't allow for great things all across campus in each college. Where could a central office come in and assist?
  a. Centralized services for first year, transfer, exploratory, etc., would be valuable to serve all students in transition in a central office.
  b. Specialized services for students in transition would increase graduation rates, and would better utilize students' time.

c. Dr. Lindner: We're working on a proposal for transitional advising services in addition to the advising that already exists across campus.
   i. We're also concerned about the burden that the new learning analytics software can have on advisors.
   ii. We also want to have the transitional advisors reach out to students who have nearly completed degrees but did not graduate.
   iii. If the Provost approves this proposal, the leader of the transitional advisors group would be the director of UF Advising, and this director would coordinate with other directors of advising across campus.
d. Dr. Hass: the new learning analytics and alert systems are only helpful if we have the resources to help students in need.
   i. What percentage of workload do these transitional students take up for advisors?
   ii. These advisors would need to be able to help the student instead of just referring the student to another advisor.
      1. These advisors would need a lower caseload of students to be able to spend more time with each student.
   iii. There are around 1500 exploratory freshman each fall.
   iv. The plan would be to embed student affairs professionals in this transitional advising office, like a CCC counselor and a Care Team member.
e. Dr. Hass: does the UAC see a seamless partnership between academic affairs and student affairs?
   i. This partnership was closer in the past and hopefully become close again with the new Dean of Students.
f. How can we effectively provide communication to students?
   i. Dr. Lindner proposes a Change of Major each Fall and Spring to make that information more accessible.
   ii. Activities surrounding Quest can also revolve around changing majors.
g. CHOMP, the major assessment through CCC, isn't the most student friendly resource, based on the assessment of the UAC members present.
   i. It encourages students to pick their job first, then major, rather that the reverse.
   ii. The transitional advisors could go through CHOMP with the student to help the student interpret the results.
h. Dr. Lindner: should the transitional advisors specialize in specific colleges?

            i.   Yes, but these advisors should be cross trained, so students can see one advisor who can review majors in multiple colleges.

         i.   The transitional advisors could work with various special populations (ex: AIM, exploratory, Pre-Health, Pre-Law, Preview, etc.), instead of all of those populations going to CLAS.

         j.   8 semester tracking will create additional burden on advisors.

8. How can we as advisors get better access to data, to allow us to be more proactive in reaching out to students?

    a.   Could we have a centralized data office to make it easy for colleges to obtain this information.

    b.   ==Dr. Lindner: Can UAC work on a desired tracking report of what advisors would like to see each semester?==

    c.   We can share the existing reports as best practices, especially so smaller colleges can learn from the colleges with dedicated data analysts.

    d.   The Cognos reports are not trustworthy at this time, based on inaccuracies.

        i.   There are also policy decisions that affect the data that need to be reviewed before sharing the Cognos reports.

           1.   For example, when students are deemed active versus inactive.

    e.   Dr. Lindner and Dr. Hass: we have to make the data both trustworthy and accessible so advisors can run these reports on their own.

iii. Please fill out the 10 question survey on exceptions if you have not done so already.

    1.   Dr. Lindner presented to the Deans on the exceptions, who were surprised by the number of exceptions done.

    2.   Dr. Lindner asked them how to develop an exception database with course equivalencies so we won't have to make these exceptions in the future.

    3.   Please fill out the survey so we know what the burden of doing exceptions is in the future.

iv. Repeat Course Policy

    1.   There is a petition form that has been proposed, and an alternate form has been proposed for an online process, which will now be reviewed by UCC.

    2.   Dr. Lindner is asking for a list of paper based forms, since the plan is to move these forms online.

        a.   Minors, change of grade, SU forms, are some of the mentioned forms.

        b.   What are the unintended negative consequences for moving these forms online?

   c. When SIDA went to an online process, the requests should go to the professor first rather than the advisor first.

   d. Lots of testing of any online forms before implementation!

  3. If students can track the progress of a form, can we reminded students of being courteous when waiting for a decision?

 v. Major Listservs

  1. Can we develop a uniform way for students to opt in to a major listserv if they are planning to add another major?

 vi. Are there still plans for the following: allowing students to register a year in advance, and future course "shopping/planning"?

  1. Dr. Lindner: annual registration was discussed last year but was decided against.

   a. Could students see future course offerings to make sure they are taking the classes they need to take in each semester?

    i. The challenges is that departments don't know what they are offering, and faculty members may leave as well.

    ii. The planning tool should be able to say which classes are only offered in certain terms.

     1. This could be a problem for specific programs that have different course offerings (ex. IA, UFO, etc.)

  2. The interactive planner is still in the works, and advisors will be included in that conversation.

   a. Both students and advisors would be able to see this future plan created by the students.

   b. These discussions will start in July after the graduate catalog has moved into Course Leaf.

  3. The interactive planner should still encourage students to speak with an advisor to share recommendations about what combination of classes to take in each semester that will best facilitate student success.

 vii. Advisors can't see what students are seeing in One.UF

  1. Campus Solutions and One.UF seem to show contradictory information at times.

  2. Advisors need to be able to see exactly what students see.

  3. New students cannot degree shop right now, including exploratory students.

 viii. Tracking/audit/degree certification concerns

  1. Advisors shared various concerns about exceptions that were made later went missing in the audit.