

Undergraduate Advising Council

Thursday, November 17, 2016

Minutes

Christine welcomed everyone and called the meeting to order at 3:30pm
The October meeting minutes were approved.

For this meeting, Christine started with the Committee reports:

Advising Certificate (Kat. kbeaty@ufl.edu):

Kat is working with HR in re-approaching their office regarding assistance in tracking activities of our Advisors.

Campus Affairs (Sophie. sophiesprateley@dcp.ufl.edu):

Sophie said that she did not have an update.

Professional Development (Allison. agatsche@ece.ufl.edu):

-Allison coordinated a NACADA brown bag lunch. Many NACADA conference programs/topics were discussed. She will send out the summary soon.

-On Wednesday, December 14th there will be a live streaming NACADA webinar. Helping Students Clarify their Dreams: Advising the Foreclosed Student. From the NACADA Web Event website, please see "Webinar Overview" on: <http://www.nacada.ksu.edu/Events/Web-Events/Web-Events-Coming/Web-Event-Dec-2016.aspx>

"The term foreclosure to refer to students 'with unexplored yet confident and committed future plans.'"

And, a big thank you to the CALS Advising Council for sponsoring this webinar!

If you are interested in attending this webinar, please plan to be there a little before 2pm. The webinar will run from 2-3pm. Location: TBA

-On Monday, January 30, 2017, we will have our annual UF Advisor Conference! Time: 8am-4:30pm. Location: Emerson
The theme will be: "Advising: A Quest for Meaning." Allison noted that there will be many topics and hot button issues; and she stated that the committee will also welcome program and poster proposals that are not directly related to the conference title. A new item this year: a poster session! This conference is also open to current MS/PhD students whose professional goal is to work within advising (or related fields). The deadline for proposals is December 16th. Please see the email that was sent out on November 15th at 10:03am. Proposals are to be emailed to Maureen Cox at mcox@eng.ufl.edu. If you have additional questions, please direct them to Allison at agatsche@ece.ufl.edu

Communications (Karen. kbray@ufl.edu):

Karen asked for pictures and/or short articles from the NACADA conference...she'd still like to post them on *The UF Advisor*. She also reported that CALS has recently hired Dana Edwards, a Strategic Communications Manager, and will update all of us on ideas on how to positively communicate about our Academic Advisors within your own colleges.

Preeminence Task Force (Larah Clark, Chair. Larah.clark@warrington.ufl.edu)

SGA is sending their survey out to all students...more to come!

UFO: Glenn Kepic (gkepic@advising.ufl.edu)

Glenn said that they are 1/3 on their way to having everyone advised/registered. UFO generally lags behind the Gainesville/residential students in this area. He noted that online students and faculty need to remember about holidays and deadlines. There should not be assignments/tests on deadline due dates and holidays. Presently there is not an official policy on this. Please let your student know to contact their Instructor.

Glenn asked Ron Anderson (Ombuds) about this issue. Ron was attending our meeting. He has not had that many complaints about this matter so far. He suggested that the days of instruction should be defined in the catalog. Glenn said that we are looking forward to guidance on this matter from the Provost's Office.

Speakers: Dr. Bonnie Moradi (Director, Center for Gender, Sexualities, and Women's Studies Research) and Dr. Alyssa Zucker (Associate Director for the center)

The Center for Gender, Sexualities, and Women's Studies Research is found at: <https://wst.ufl.edu/>

Students and faculty in the Center for Gender, Sexualities, and Women's Studies Research are TRANSFORMING themselves, their communities, and the world. Students and faculty seek to understand intersections of gender and sexualities, race/ethnicity, socioeconomic status, and other sociocultural systems. They apply this understanding to such important domains as health disparities and equity; culture, literature, and media; advocacy and activism; and diversity and inclusion in organizations and leadership.

Dr. Moradi spoke first, about the strategic plan for preeminence; enhancing the "D" (Diversity) in the UF Curriculum. Core component—enhance diversity education. She asked us the questions: What is the current Diversity education required in the UF Curriculum? How in our opinion, should we engage?

She noted that Diversity and inclusion are key parts of UF's strategic plan for Preeminence. Teaching and research are 2 pillars of UF's mission. The latest research must be reflected in our teaching.

What does Diversity in our curriculum look like now? We have a "D" (diversity) requirement. How many classes focus on various cultural groups? How many classes include Diversity in their disciplines? UF is good to include Diversity, but we need to keep up with the current scholarship.

Presently our students only need to take one Diversity course. Our students need more. Our students will have a cutting edge if they can speak and demonstrate skills in these areas.

Most offerings address racial/ethnic groups, which are important foci but race/ethnicity does not exist in isolation. For cutting-edge scholarship and reality of people's lives....to be intersectionality; to shape diversity and inclusion.

What does it look like? Minority statuses. Minority and majority, status access, sociodemographic markers, being not mutually exclusive. Dr. Moradi gave us some examples of well-known people that have diverse statuses (example: Lesbian and African, etc.). Diversity is complex—education, race, gender, culture, class, language, ability, age, sexuality, ethnicity. It is not your mother's women's studies; it is interdisciplinary and intersectional; grounded in complexity—Its systemic and everything.

What do you think/students' think of women's studies major? There are misconceptions. It's about everything, everything is interrelated.

Dr. Alyssa Zucker next addressed us. Is this subject only for women? No, that is a myth. Their center offers undergraduate, graduate degree programs, and graduate certificates. Please see:

<https://wst.ufl.edu/graduate-studies/master-of-arts/>

Their center offers three different Minors, which include: Women's studies, Theory and Politics of Sexuality, and Health Disparities in Society. They also offer a BA/MA is also offered and generally takes five years in total to complete. They find the students who obtain these degrees find it much more competitive for doctoral admissions

It's easy to declare WMS or add it as a double major/dual degree or minor.

-Only 30 hours for WMS major

-Can double count up to 15 credits toward both majors

-If minoring, can double count up to 9 hours for a major and a minor

Sampling of courses offered in Spring 17: WST 4704-Discrimination and Health. WST 3930-Gender Race Sex & Media. Another course: (not offered in Sp 17): WST 3371 Women's Leadership & Diversity in the Global Environment

Take home message: Interdisciplinary! It's about everything!

Toby's report: (tshorey@ufl.edu)

He is starting to write degree audits in the new system. It will be about a year and a half work to do all degree audits. The ONE.UF degree audit-self launch date....link at top to get a picture of what it looks like. Thank you for those who tested it. Toby appreciates your help with this! Live before the end of the semester; ONE.UF audit soon!

Christine's report: (crichmond@advising.ufl.edu)

There have been a few gatherings in the past month, they include:

-UF Quest conference, Nov 4: this event was during a very busy time for Advisors but a few of us were able to attend some or all of the day.

In the morning-Michelle Murray, author of Helping College Students Find Purpose gave the keynote address. Discussions included telling our stories, a history of UF Quest's development, and updates from each task force.

In the afternoon, break out groups discussed each component of UF Quest. Discussion centered on barriers, assets, & content that should be included in the program.

Other discussion included: Experiential learning piece, in year #3---who facilitates/monitors it? The work, the hours, who approves it?

It was noted that for the non-academic component (experiential, service learning), who is the supervisor? What is the reflection, etc.? It takes resources.

What is the format of the e-portfolio and would it be reviewed? By whom?

How do we help students find purpose and meaning? In a class, in a setting, Note: Academic Advisors assist students in finding meaning all the time.

-EAB came in on Nov 17 to talk about Data Analytics:

A few years ago other companies presented their software. Dr. Lindner invited EAB back, in order to make a decision on which company UF will go with for the near future.

EAB did a 1.5-hour presentation. This presentation included demonstrated student interfaces, some back end (reports), and what goes into the data. They take 10 years of institutional data (courses, grades, majors, etc.) and run analytics. They are able to use our own data to make predictions about our students. They have an app. that they have that students can utilize before they come to UF.

Items for students will include: semester by semester: you need to do this, are you having any trouble in this or that? And the app will also make referrals for solutions to issues.

Christine asked for feedback from those who attended. (she would like to share this feedback with Dr. Lindner)

Feedback included: Software is powerful and can do so much; what are the goals for using it? Would students still learn how to be resourceful? What students get what level of interaction? Who would decide what information a student gets?

How is everything going to be coordinated at the individual student level? (it was noted that at the same time we implementing a new student records system) How much would it cost? Could resources be better used hiring more tutors, advisors, etc.?

Advisors who attended were encouraged to submit the survey to provide additional feedback.

At our December UAC meeting, Dr. Angela Lindner will be coming to talk about the 4-year graduation rate; and she will also speak about student data. Questions/notes to consider:

What populations are vulnerable?

How can advisors help with 4-year grad rates and what are we already doing?

What challenges are there with increasing grad rates?

What ethical considerations are there for use of student data?

What concerns do we have about using certain types of data?

Meeting was adjourned at 4:36pm