

ACN Meeting Minutes: March 21, 2017

Members present: J. Anderson, J. Broskowski, M. Camacho, A. Cardos Whaley, R. Carr, N. Claas, S. Conway, G. Cooper-Sperber, J. Cummins, C. Faurote, E. Fox, S. Glaser, J. Hardy, K. Hildebrandt, B. Hinshaw, A. Hirschman, Y. Hu, C. Kakigi, K. Klein, K. Korinek, S. Lake, T. LeFlore, A. Lopez, J. Maisells, A. Maldonado, J. Martin, K. Masshardt, M. Moore-Geissler, O. Navarro, J. Page, C. Pahl, C. Parks, S. Peek, M. Poytinger, C. Rasavong, R. Reece, A. Sadowsky, M. Sanabria, T. Smith, L. Stark, S. Terry, A. Troiano, A. Vansistine, R. Washington, B. Williams

Total: 45

Integrated Bachelor's/Master's Degrees: Erin Fox, Assistant Dean for Graduate Education, Graduate School

- The Graduate Faculty Committee (GFC) has passed policies and procedures for establishing integrated bachelor's/master's programs.
- UWM has been looking into establishing these programs to serve as a solid, viable way to recruit and retain high-achieving UWM undergraduate students into our graduate programs and increasing retention while reducing time to graduation.
- These programs are often called "3+2" or "4+1" at other universities; meaning 3 years undergraduate, 2 graduate; or 4 years UG and 1 G.
- Students eligible for the integrated programs must have a 3.25 CUM GPA and a 3.5 Major GPA.
- One third of UWM's undergraduates go on to become graduate students.
- Why would students want to enter these types of programs?
 - Earning a master's degree is becoming more common; students need to be competitive.
 - Salaries are 30% higher for people with advanced degrees.
 - The programs allow students to save time and money—saves a year of work and tuition costs at the undergraduate level.
- Why should UWM have these programs?
 - Sometimes it's difficult to get students who have entered the workforce to return for a graduate degree. This is a way to get them to go right from bachelor's to master's.
 - Recruiting and retaining high performing and motivated undergraduates aligns with the universities' goals.
 - Having more of these programs fosters a campus culture of graduate education, in line with Research 1 standing.
- What do such programs look like?
 - The Graduate Faculty Committee's policy model is a "3+2" model.
 - Students complete 3 years of undergraduate coursework (at least 90 credits).
 - Students are admitted into the graduate program without first achieving undergraduate degree. The first year of graduate work will double-count backwards—up to 30 credits are allowed to count backwards toward the bachelor's degree.
 - Students complete a full 2 years (or more) at master's level.
 - The master's maintains integrity, and the bachelor's accepts grad credits as transfer credits.

- The change in the current policy is that students do not need to complete a bachelor's degree to be admitted to the master's program.
- Engineering has been doing an integrated degree for a long time—theirs looks a little different. Students can take 6 credits of graduate coursework as part of the undergraduate degree.
- The Graduate School and GFC looked at UW Madison, Marquette, and 30 different schools with similar classifications to UWM to compare and design this program. They looked at requirements for admission, how long it took to complete both degrees, etc.
- Criteria and procedures for the programs:
 - Students take the general education requirements and major requirements in the first three years as an undergraduate.
 - Students must apply to be admitted to the graduate school to start the master's coursework. (With a minimum CUM GPA of 3.25 and major GPA of 3.5.)
 - Master's programs maintain the current requirements—90 credit minimum. However students are no longer required to have completed a bachelor's degree.
 - Programs can set additional standards.
 - Once admitted, students have graduate student status. They are then eligible for Graduate School fellowships and assistantships.
 - As grad students, they have to have a 3.0 for each term to stay in master's program (a normal Graduate School requirement for all graduate students). If they fall out of eligibility, they can still finish the bachelor's degree.
 - A maximum of 30 credits from the grad program will double-count backwards toward the bachelor's degree. Degrees can be awarded concurrently.
- Current programs:
- 3 programs were “grandfathered” in—the integrated BS/MS in Engineering and two programs UWM has created with Carroll University through an articulation agreement.
- New programs have now been created in the following areas:
 - UWM Bachelor's w/ major in Latin American and Caribbean Studies/Master's in Language, Literature, and Translation
 - Integrated Bachelor's French/Master's in Translation
 - Integrated Bachelor's Political Science/Master's of Public Administration
 - Integrated Bachelor's/Master's degree in Criminal Justice
- The Graduate School wants to continue to develop more programs.
- Advising is the key to catching the best students, informing them about these opportunities, and keeping them here for graduate school. As programs come through the GFC, the Graduate School will continue to advertise them. They are building a website to advertise these particular programs.
- **Question:** Are these open to international students? Yes, international students find them attractive.
- During the fourth year, students are paying grad school tuition, but they can be offered assistantships.
- **Question:** How would this affect the type of financial aid they would receive?
- Students will be considered graduate students fully and are therefore eligible as such.
- **Question:** At what point should students apply to the master's program?
- Students can apply at any time but should start in their sophomore and junior year.
- **Question:** How are they coded on PAWS? Are they undergraduate or graduate?
- Once the students begin their graduate program, they are graduate students in PAWS.

- If you have any other questions, you can email Erin Fox at foxe@uwm.edu.

UWM and Hispanic-Serving Institutions Status: Alberto Maldonado and Dr. Jonathan Hanes

- Alberto Maldonado came to ACN to discuss where UWM is in the process of becoming a Hispanic-serving Institution (HSI).
- About a year ago, Maldonado and others on campus began having conversations around becoming an HSI, and then they formed the Chancellor's Committee for Hispanic-serving Initiative (CCHSI). The committee includes two faculty co-leads, several administrators, and a total of 22 people across campus. (See powerpoint slides 2 and 3 for committee's structure and members.)
- They are also currently working on putting together a Community Advisory Board. The board will help give CCHSI more information on how to advance initiatives to serve Hispanic students. Members will include UWM alumni, nonprofit organizations, K-12 educational institutions, and others.
- The CCHSI is charged with advancing ideas that would help UWM make progress toward becoming an HSI. They will identify best practices, build partnerships with organizations in the community, work with CEMAT and others offices on campus, and generally foster an environment of inclusiveness.
- Their initiative is part of an overall initiative to increase diversity on campus and recommend additional support systems on campus to create that inclusive environment.
- The group has three main goals: (1) recruitment and outreach, (2) retention, and (3) fund development and partnership building.
- What is a Hispanic-serving institution? (HSI)
 - Must be accredited
 - At least 25% of their full time equivalent undergraduate enrollment is Hispanic
- As of 2014, 435 institutions met that federal enrollment criterion.
- However, only about 25% of those are currently benefiting from the federal dollars they are able to compete for as HSIs.
- How did HSI designation develop? It began in the 1980s. The federal government created the designation to direct funding to nonprofit colleges where at least 25% of the full time students were Latino.
- In 1992, the federal government formally recognized them and included them in the funding provisions under Title III.
- In 1998, they created the Developing Hispanic-serving Institutions Program under Title 5. The purpose is to support 2- to 4-year institutions with high concentrations of Latino students. Title 5 created the designation Emerging HSIs.
- The number of HSIs is growing: 137 in 1990 to 435 in 2014.
- 46 percent of those are 2-year public universities; the next largest group is private 4-year, followed by public 4-year and private 2-year.
- Most HSIs are in California, Texas, Puerto Rico and Florida.

- Illinois is the closest state with a large number of HSIs—Illinois has 17.
- There are also 310 **Emerging HSIs**. Emerging HSIs are institutions with 15-24% Hispanic full-time student enrollment.
- A growing number of institutions want to become Emerging HSIs. Illinois has 23 emerging HSIs.
- Out of all of the MSEP states, Illinois has the most.
- In Wisconsin, Alverno is the closest to becoming an HSI. However, it is not actively seeking that denomination. Marquette is being very vocal about intentions to become one.
- Why is UWM interested in becoming an HSI?
 - The growth in Latino students in the UW system and at UWM has been remarkable. (See Dr. Jonathan Hane's presentation notes below). UWM serves the most Latino students out of any UW system school and any university in Wisconsin.
 - The number of Latino students in the UW system and at UWM has continued to rise since 2011. In 2011, there were 5,629 in system, with 1,485 at UWM. In 2014 there were 7,355 in system, and 1,941 at UWM. (See powerpoint for more information on numbers.)
- Looking at the populations within UWM, L&S has the most, followed by Lubar, College of Health Sciences, and School of Social Welfare. (See powerpoint for more information on numbers.)
- The forecast for the number of Latino high school grads in the Midwest by the year 2018-2019 is high; MSEP states will have an estimated total of 52,000 Hispanic high school graduates. Wisconsin will have total a total of 5,359—an increase of 1,497 or 38.8 percent.
- Top feeders of Latino students are schools in MPS as well as private high schools (See slide 21 on presentation).
- The top transfer feeders are MATC, College of Lake County in Illinois, UW Waukesha, Madison College, UW Whitewater, and WCTC.
- What is UWM currently doing to recruit these students? UWM has several programs:
 - Hosted third annual bilingual open house on January 28.
 - Host U-visits
 - Has on-site admissions at key feeder schools in Milwaukee.
 - Hosts the National Hispanic College Fair in September
 - Participates in Fresh Coast Classic College Fair
 - Continues to visit bilingual and MPS feeders schools
- What has UWM done regarding retention of Hispanic students?
 - Offer academic advising and socio-cultural programs through RHC and other advising offices on campus
 - New—started an Undocumented Student Task Force to address these students' needs
 - Raise scholarship funds through PALM and Emergency Scholarships
 - New—established a bridge program for incoming multicultural students
 - Partnering with Latino student orgs
 - And more--see slide on Powerpoint
- Overall, UWM is honing in on campus strengths and working collectively toward the same goal—to serve these students.
- Future opportunities for UWM include connecting with other schools in Milwaukee that have high numbers of Latino students, increasing brand recognition in Illinois and other states in MSEP, and the chance to be the **ONLY** HSI in the state.

- Despite competition from Marquette and Alverno, UWM is in the best position to reach and serve these students, given the resources UWM has, including dedicated programs for Latino students on campus and multicultural centers.
- There is also the affordability piece—UWM offers a first generation student the ability to receive an R1 education and afford it.
- Some of the challenges UWM faces include the need for more faculty and staff involved in this initiative, the need for more scholarship money, the challenges of retention, and the competition with Alverno, UW System, and Marquette for the same pool of students
- The political climate is also something UWM is working against.
- What is CCHSI working on now? They are working on a strategic plan to advance this initiative. They are looking at best practices, high-impact practices, borrowing ideas from other retention plans, setting goals and working with stakeholders in the community.
- **Dr. Jonathan Hanes** from UWM's Office of Assessment and Institutional Research presented data on measuring progress toward the HSI target.
- He explained how the federal government defines Hispanic students. Hispanic students include those who self-identify as "a person of Cuban, Mexican, Puerto Rican, South or Central American, or Spanish culture or origin, regardless of race."
- This description does not include nonresident aliens but includes resident aliens. It does not include international students.
- UWM reports its numbers to UW system, and System reports to the federal government.
- The HSI metric (which calls for having a percentage of UWM's student population be Hispanic) is dependent on the number of Latino students as well as the number of non-Latino students. Shifts in either of those populations will impact the percentage.
- As UWM's enrollment of non-Latino students goes down and the number of Latino students goes up, UWM is getting closer to the 25% target.
- Hanes showed a graph that illustrated the numbers of Latino and non-Latino students from Fall 2006 to Fall 2015 and projected the trend in numbers from Fall 2015 to Fall 2028.
- UWM is projected to reach 15% (which is needed to define UWM as an Emerging HSI) by fall 2022. By Fall 2028, UWM will hit about 18%. 2028 is the farthest we can go based on current population data.
- Fall 2016 enrollment has not yet been incorporated into that projection model, but based on Fall 2016 numbers, Latino students made up 10.2% of UWM's undergraduate full-time equivalent enrollment (excluding enrolled high school students).
- **Question:** If non-resident aliens are not counted, where do those numbers go? Where are they counted? Hanes said there are some other categories that those students would fall into.
- Maldonado noted that the Undocumented Student Task Force is going to take a deep dive into the makeup of that group and see how best to support those students.
- **Question:** Are they included in the numbers? Maldonado said there is nothing that helps identify them. They estimate there are 200 to 300 of these students, but it's hard to say.
- **Question:** For students that report two or more races, if one of the races is Latino, are they included in the numbers of Latinos? Hanes said they are asked first if they identify as Latino. If they say yes, then they are counted as a Latino student, regardless of their racial identity.

- **Question:** If there are an estimated 52,000 Latino high school students graduating in the MSEP states, where are these students going? Maldonado noted that Illinois tends to have the bulk of those students, so UWM could take advantage of its proximity to Illinois.
- **Question:** Do we know any more data regarding the demographics of this group, for example, how many are working, what percentage has disabilities, etc.? Maldonado said, historically speaking and from working with these students, the bulk of them commute and are first generation. They usually don't have the finances to offset the cost of housing. Olivia Navarro from the RHC noted that Hispanic students at UWM are mainly from MPS, they are typically commuter students, they usually work full or part time, and they also tend to help their families financially regardless of whether they are living at home or on campus.
- For other questions, you can contact Alberto Maldonado at donpepe@uwm.edu.

Overview of Geosciences GER Courses: Dr. Robert Graziano

- Dr. Robert Graziano from the Geosciences Department wanted to give advisors information on the Geo Sci courses as well as the department as a whole.
- He also wanted to find out from advisors how students decide on courses to take when looking for Natural Science GERs and what they have hear about Geo Sci courses.
- Graziano noticed that enrollment in their 100 level courses has declined, so the department would like some feedback on their courses.
- Graziano gave an overview of the department. It consists of 12 faculty and 3 academic staff. Dr. Margaret Fraiser is the undergrad faculty advisor. (She couldn't make the meeting because she was in Patagonia leading a research trip with 5 students—2 grad and 3 undergrad.)
- In the past 10 years, they have doubled the number of students in their major.
- Why has the major increased in popularity?
 - The job market for geologists has been good.
 - There is an increased interest in the environment and climate change.
 - Field trips in 100 level courses get students from other majors interested, so they switch.
- The Geosciences do NOT include geography.
- Graziano explained that Geology=geoscience=geological sciences=earth sciences
- Geography combines natural science with social science—it looks at the impact of earth's natural processes on people. Geology focuses only on natural science and deals with earth's internal processes and history. Example: A volcano. Geology looking at why the volcano is erupting; geography looks at the eruption's impact on humans.
- Disciplines included in the field or associated with it are climatology, geoscience education, mining geology, petroleum geology and more. (See powerpoint for full list)
- The Geoscience courses often include **class field trips**, which can be a big draw for students.
- They usually have one local trip, and they also have trips to other regions, including upper Michigan, Appalachia, Kentucky, etc.

- Geo Sci 100, a natural science GER, includes a field trip to Devil's Lake State Park. See powerpoint for photos from the trip.
- Graziano then went over a basic "cheat sheet" for each of the 100 level Geosciences courses. He wanted to get the word out on these offerings because of low enrollment. They used to have around 400 students in the 100 level courses, and this past year, they had 250.
- **Geo Sci 100:** This course is the basic introduction to the field. It's a NS+; taught Fall, Spring, and Summer; and includes the optional field trip. It's required for Geo Sci majors.
- **Geo Sci 102:** Principles of Historical Geography. It used to have Geo Sci 100 as a prerequisite, but not anymore. It's a NS+ and taught in fall and spring. Includes a field trip to the Milwaukee Public Museum.
- **Geo Sci 105:** Earth, Air, Fire, Water. It's a NS, offered all four terms—Fall, Spring, Summer, Winter—face-to-face or online.
- **Geo Sci 106:** The Earth Environment. This course starts with geological hazards, then moves on to geological resources, and then finishes with the environment and human's impact on it. Good for any major. NS, face-to-face or online. Fall, Spring and possibly summer. No field trip—but taught by Graziano, who uses discussions within the major lecture as well as videos and projects.
- **Geo Sci 108:** History of Life. This is a "fossils course." It's an NS+ and face-to-face only. It's ideal for students who want to learn about fossils.
- **Geo Sci 109:** Dinosaurs. This is a NEW course. It's a NS GER and online. Offered only in Summer and Winterim.
- **Geo Sci 120:** Geology of the Planets. This is a natural science PLUS lab that is offered ONLINE. Only offered in spring as of now. No field trip.
- Graziano said he has been asked in the past about how a lab is conducted online. He noted that students do have to do some of their own experiments, such as a crater impact experiment in which they drop a ball into sand to measure the crater and examine impact. They also watch videos of experiments.
- **Geo Sci 150:** Intro to Ocean Sciences. The course covers the basics of oceanography. It's offered face-to-face or online. There is a 1 credit lab that can be taken separately—**Geo Sci 151**
- **Geo Sci 151:** Ocean Sciences Laboratory. 1-credit Natural Science Lab GER. Includes an optional field trip on Lake Michigan aboard the Neeskay. Also includes a required class field trip to the lake front.
- **Geo Sci 185:** Earth Sciences for Education majors. Graziano teaches the course and described it as a "hands-on physical geology course." Because students are education majors, he felt the course needs to be hands on. They take 5 to 6 field trips to places such as the Urban Ecology Center and the Milwaukee Public Museum.
- In **Summer 2017**, the department will be offering Geo Sci 100 in a four-week session. They will also offer four online classes: Geo Sci 105, 106, 109, and 150.
- **Question:** Are there going to be other online lab offerings in Geosciences? Graziano noted they are in the works but won't be out soon. It's difficult having labs online, and he's not a fan of putting them online. They are looking at running Geo Sci 100 online. It would mean including a lot of videos. Students would watch experiments or observe demonstrations.
- **Question:** What is the success rate in your online versus face-to-face classes? Graziano noted that he hasn't looked at the data, but he says he knows their online classes are set up well.
- Graziano then described how he uses discussions during his lecture in his course. After lecturing for a short time, he breaks students into groups to answer discussion questions as a group. He uses the

responses students turn in from discussions as a way to take attendance and give participation grades. He wondered if advisors/counselors knew if students liked that kind of format for a lecture.

- James Hardy noted that it would promote attendance. He said that students tend not to attend a class if they know they can get everything offered in lecture online or in the book.
- Gary Cooper-Sperber noted the students he sees tend to like more interactive lectures.
- Graziano also noted he's asked students what they find annoying that other students do during lecture. The two most common answers were laughing/talking and using electronics. He then can use the class's answers when he sees students exhibiting those behaviors during class time.
- **Question:** Could you make the discussion participation weigh more heavily in the grade? Graziano noted that he has done that—it used to be 5% and he moved it up to 15%. He's also given students other opportunities to attend events outside of class for extra credit.
- If you have other questions regarding Geosciences courses, you can contact Graziano at graziano@uwm.edu.

General Announcements

ACN Awards Committee (Nikki Claas): The committee is currently accepting nominations for advisor of the year. Nominations are due March 31. So far, they have received only one nomination.

Athletics (Clare Faurote): They are prepping athletic forms and will be sending them out to advisors. The deadline to return these forms to Athletics is the last day of Spring classes.

Roberto Hernandez Center (Alberto Maldonado): On April 11, UWM is hosting the Summit on the Status of Undocumented Students. It's a half-day program focused on the experiences of undocumented students in higher ed. The summit is a collaboration between UWM and Marquette. Dr. Susana Munoz will be the keynote speaker for that summit—she's a leading expert in this area. There will also be a student panel and a panel of experts and immigration lawyers. You can find out more information and register online here: <https://www.eventbrite.com/e/summit-on-the-status-of-undocumented-students-tickets-32172417567>

LGBT Resource Center (Jeanette Martin): The center is offering safe space trainings. Since coming to the center, Jeanette has done a lot of revamping of their educational initiatives, and the curriculum for this training has changed. Jeanette also noted the terminology covered in the trainings has also been shifting and changing as the community changes. If you haven't been trained in the last two years, she recommends going to a training session.

Also, Lavender Graduation is Wednesday, May 10. If you know of student who might be eligible for a Lavender Graduation Award, you can find more information about the ceremony and nominate a student for an award online here: <https://uwm.edu/lgbtrc/programs/annual-programs/lavender-graduation/>

Geo Sciences (Robert Graziano): If you know of any students interested in a career in Geo Sciences, they are holding their annual symposium on April 21. They are pairing it with a career day in the morning with people from the DNR and local companies coming to discuss careers in the field.

Office of the Registrar (Kristin Hildenbrandt): Summer enrollment appointments are now on PAWS. Tomorrow (March 22) the Registrar will be holding a demo of the new Schedule Planner software. The Planner will go live for students on April 10, so they can use it to schedule fall classes.

Next ACN Meeting: Tuesday, April 18, 8:30 a.m. to 10 a.m. in Union 191.