

ACN Meeting: October 20, 2015

Members present: K. Barnes, S. Bednar, M. Camacho, S. Cashin, N. Claas, C. Clark, E. Cobb, G. Cooper-Sperber, J. Cummins, C. Daly, J. DeRoche, T. Deutsch, J. Dietenberger, G. Dorantes, J. Dvorak, C. Faurote, R. Freiburger, L. Fuller, S. Glaser, J. Hack, J. Hardy, J. Hayes, B. Hinshaw, J. Kiefer, M. Knasinski, K. Korinek, A. Lopez, A. Maldonado, K. Masshardt, O. Navarro, B. O’Lena, J. Page, C. Pahl, C. Parks, S. Perkins, K. Powers, C. Rasavong, R. Reece, K. Romenesko, L. Roohr, K. Roosevelt, A. Sadowsky, A. Schaffner, W. Scherer, P. Schoessling, L. Stark, S. Terry, J. Walker, G. Wallander, M. White, B. Williams, A. Willis, C. Wolf, J. Zabel, S. Zlotocha

Total: 56

Philosophy Department: Course and Curriculum Listening Session, Michael Liston and Luca Ferrero

- **Michael Liston** introduced himself and Luca Ferrero, members of philosophy department faculty. They are engaged in an extensive overhaul of the presentation and messaging of their programs and are also changing their course curriculum and programs. Wanted to get feedback from ACN on their messaging as well as any suggestions for courses and curriculum.
- Presentation and messaging:
 - Philosophy is seen as an old degree of “reading books by old dead white guys.” They want to change this perception of the major.
 - Employers do see it as a good career degree. Majors have the needed analytical and reasoning skills to take apart complex arguments and understand complex systems in a rigorous way.
 - Employers increasingly appreciate that. They have complex system problems and need people to think globally as well as analytically.
 - Philosophy grads are increasingly in non academic fields such as entrepreneurship, government and law, etc.
 - More than any other humanities degree, philosophy graduates enjoy higher median midterm and long term salaries. They have higher salaries than some professional degrees—not initially but later on.
 - Philosophy graduates score high in standardized tests—GRE, GMATS, SATS
 - Liston and Ferrero want to get message out that that philosophy provides skills for going into a job. To that end, Liston asked: How much do you know about s and our programs? What suggestions do you have for us to get our message out? What can we do to help you get students to understand the opportunities available to philosophy majors?
 - Luca: One of the challenges that we face is that we are a discovery discipline. Most students have not taken a philosophy class before come here. Once in a

class, we do show what it is and can retain the student, but it's hard to get them in.

- Curriculum and program: in the process of revamping curriculum and programs. They have a new certificate in ethics, values, and society that is coming out soon.
 - They would like to hear about any concerns and problems with philosophy courses.
 - Would also like any suggestions for new courses that might have broad appeal.
 - Not just looking at classes for the major, but are also looking for suggestions for those that can be used to fulfill requirements.

- Question: Do you talk about career and job outlook in the intro to philosophy class?

- Luca: Yes. Our biggest concern is getting students to think about taking the intro to philosophy course. That's our biggest challenge. We have no access to them.

- Question: How do you communicate with students right now? Just through us?

- Michael: We try various emails from our chair, but they are sent to groups that we have already brought in. We are trying to reach out to students that don't know us--we don't have a good system. We should probably should talk to the L&S publicity people.

- Question: Will you be at all majors fair? Yes.

- Other suggestions from ACN members:
 - Reach out to student orgs. Film students in Peck have an interest in philosophy courses. Could go to film production club meetings. Also, anything that is philosophy of an art-related subject would interest Peck students.
 - Transfer student advisor is looking for courses that can be used for transfer students—and meet other requirements, such as the L and S international requirements. Would be best at the 300 level, without a lot of pre-reqs.
 - One credit GER HU courses are good because sometimes students bring in two credits of humanities and just need one credit.
 - Late starting classes are also popular. Students need to find a course to replace one they drop. Need the late-starting course to start just after drop deadline. Needs to be three credits. 100 or 200 level.
 - Make titles more interesting.
 - Flyer advertising program has famous philosophy majors. Put younger generation on front of flyer—Stephen Colbert.
 - An online course is also a good way to get more students. Luca: The only problem is students tend to enroll late in those courses and the college then pressures them to cancel course.
 - Upload syllabus or other descriptions to the online schedule of classes.
 - Look at schedule of classes to see how students use it to search.

- Keep in mind that course descriptions still have to maintain standards for students who transfer in or out.
- Anything that can help give them skills useful in computer programming is helpful.
- Phil 211 meets quantitative literacy part B. Very few classes that meet that requirement, so the department could market that.
- Be sure tutoring is provided for courses.
- Use marketing in union such as advertising on Grind coffee cups.
- Open advising day—have a day for students to come in and discuss major or minor. Possibly partner with other areas. The sciences, for example, are partnering to hold one tomorrow.
- Luca asked if classes at 100 or 200 level with broader appeal would work—philosophy of love, of evil, of film, etc.
- Philosophy classes relating to law would be useful if they had a set sequence and were offered on a regular basis. (Liston noted these classes are on the books, but haven't sequenced them and offered with enough regularity.)
- Jointly offer a course at the 200 and 300 level; different requirements for each level.
- Offer one course with different sub-topics and make repeatable so can take more than once.
- Run a list of students to see who have taken one or two courses; let them know how close they might be to a minor or double major.
- Any more suggestions? Contact Michael Liston or Luca Ferrero at mnliston@uwm.edu and Ferrero@uwm.edu .
- **Attached are two flyers.** One is a copy of the longer flyer that was passed around at the meeting. The second one is a much shorter flyer (suitable for being printed double sided) that tells students what philosophy can do for them and summarizes data about salary and scores.

Panther Enrollment Checklist (PEC), Seth Zlotocha, Office of Registrar.

- Students will be required to complete an enrollment checklist before they can enroll.
 - Hold will be placed on their accounts, and the checklist will appear in the “to do” area.
 - Purpose: to keep student contact information up to date.
 - The checklist requires students to review contact information—phone, address, and emergency contact info. They must verify and/or update their contact information before they can enroll.
 - After completing, the hold is automatically released and students can enroll.
- Registrar did pilot on 75 to 80 student workers in fall 2015. Feedback from pilot: condense the information given and reduce the number of screens. About half indicated that they did update info when doing pilot.

- After pilot, the checklist was redesigned and condensed to be as quick as possible and not bog down students. Kept extra info to semester specific dates and deadlines. Went from seven to five screens and reduced text.
- Checklist will be for **continuing degree-seeking undergrad students only**—all others are removed. (new admits, grads, etc.) This allows Registrar to focus content on degree seeking students. Office of Graduate Education is developing their own for future use.
- Students will receive a series of email notifications:
 - Assignment email: will send on same day enrollment appointment is sent. One week prior to enrollment cycle.
 - Reminder email: By the start of open enrollment—if a student hasn't done checklist, he/she will get reminder.
 - Confirmation email: Students receives once checklist is complete.
- Students click on checklist in the To Do area on PAWS. This brings them to launch page with step by step instructions on how to complete. They go through five screens to do address, phone, emergency contact and then completion page. Should take about five minutes.
- Checklist will be on only for FALL and SPRING terms.
- Seth showed an example of the assignment email. Email instructs students to follow these steps: 1. Do checklist 2. Review other holds. 3. Add classes to shopping cart. 4. Go to academic advisor. 5. Stay informed—go to One Stop online and semester-specific dates and deadlines
- Reminder email—does the same things but emphasizes enrollment.
- Seth showed screenshots of PAWS student center. Launch page for checklist displays current major and any minors or certificates. Also tells students what “int” means so students can ask advisors about admission to their major.
- Confirmation email includes link to panther enrollment survey. Registrar wants to know satisfaction with PAWS and enrollment process.
- Communicated with Financial Aid and Bursar's to see how they did these types of holds in the past and to keep them in the loop.
- Seth will provide a “how to” document so we can email it to students who have questions.
- Will clear any remaining holds after the add deadline.
- PAWS will be going through an upgrade soon that will pave the way for a new self-service page.
- Seth welcomes any feedback on the checklist and the enrollment process.

Ed Psy 100, Learning Skills, and C&I 111 and 112, Introduction to College Reading and Advanced College Reading, Angie Izard and Mary Walz-Chojnacki

- Angie Izard and Mary Walz-Chojnacki discussed **Ed Psy 100**.
 - 2 credit course
 - For newly enrolled freshman, specifically students who have been out of school for some time, veterans, and ESL students.

- Course gives background on how to improve study skills and introduce expectations professors have for students.
 - Topics include time management, setting goals, note-taking strategies, test-taking strategies, and research. The course has a textbook
 - Key component: Discussion of how to do research.
 - Students who are going to be taking English 102 find this course to be extremely helpful because of the strong research component. If they take it first before English 102, then will do well in 102. They are able to identify and locate peer reviewed sources.
 - **Spring:** 7 sections of this course.
 - Capped at 20 students to create intimate experience where instructor works to make meaningful connections with students, mentoring and coaching students.
 - Spring will be the last semester that AOC will be offering this course.
 - Taught by full time lecturers who have been teaching 10 plus years. Course has been around for 30 years.
- Mary discussed two reading courses: Curriculum & Instruction (CURRINS) 111 and 112, college reading courses.
 - **CURRINS 111:**
 - New this fall. Combined 110 and 112. Realized some students had a need for reading instruction and for taking a 2 credit class instead of two one-credit classes.
 - Addresses one of the significant transitions for new college students: literacy transition--learning how to speak, think, and write in the discourse of the university community.
 - Looked at research from ACT and other reading measures—the **benchmark reading subscore for college readiness is 21**—nationwide there is a high probability that students will score C or better in typical college courses if they have a reading subscore of 21 or higher.
 - UWM statistics:
 - Fall 2012: 53% of students admitted had ACT subscores below 21
 - Fall 2013: 55% of students admitted had ACT subscores below 21.
 - Probably not much different from many other institutions of higher ed, but it is a challenge we are facing.
 - Also, typically students are not provided with continuing reading instruction in high school. Therefore, there is a need to receive that instruction in college.
 - CURRINS 111:
 - Instructors don't use reading textbooks—they search for and use materials that are used in courses on campus.
 - Course covers everything from comprehension to analysis, interpretation, and recognizing assumptions, etc. Includes a lot of outside reading.
 - CURRINS 112
 - One credit; one day a week throughout semester.

- Stronger readers in this class. Overview of skills and strategies students use in reading.
- **Guidelines for Admission:**
 - **CURRINS 111:** Students with ACT reading subscore of 15 or below.
 - **CURRINS 112:** Students with ACT reading subscore of 16 to 20.
 - They also work with ESL students who can benefit from additional reading in English.

ASALC, Enhancing Advising Committee, and ACN – Jeremy Page and Jen Hayes

- Jeremy Page, Assistant Dean of the School of Education, and Jen Hayes, chair of the Enhancing Advising Committee (EAC), defined these committees and discussed how they are working together.
- ASALC is the Academic Services and Advising Leadership Counsel
- Enhancing Advising Committee—consists of advisors from each of the schools and colleges at UWM. Committee arose out of discussions in ACN.
- Jeremy Page:
 - In spring we realized that there is a need to focus on advising, recruitment, and retention on campus
 - We needed to add a systemic means of communicating with other groups that talk about advising on campus.
 - Therefore, the chairs of ACN, Enhancing Advising, and ASALC are meeting once a month to give each other updates and discuss the work people are doing.
 - ASALC is now meeting biweekly rather than once a month, and once a month EAC will come to the meeting to update ASALC on their work.
- Jen Hayes:
 - We know that there appears to be a culture on campus to form a new group whenever we are faced with an issue. We know people are worried that communication is not happening between groups.
 - We need to provide strong leadership on campus. EAC sees itself as the “boots on the ground”—we know what works well. When we go to the assistant deans, we can let them know what we see happening—what works and what doesn’t.
- The working group is taking into consideration feedback from the session they held. Also, their recommendations are being vetted through EAC and ASALC.
- Every school and college has a representative on EAC. Every spring assistant deans will work with their advising group to discuss who will represent that area on EAC. Once the group is formed, then chair will be picked.
- If you don’t know who your rep is, find out who it is and be sure to have a conversation with them about EAC. All the minutes for EAC meetings are on their website.
- EAC was conceived at ACN with the idea of raising the profile of advising on campus.
- Ashlie Schaffner (ACN co-chair): It’s important that we also note that we have counselors here as well—more than just academic advising. Also that we are the information dissemination for not just advisors on campus but others as well.

- Jen Hayes -- If you have a passion for something we are working on, we want you there at the table.

Announcements

- **Enhancing Advising – Jen Hayes**
 - Un-Conference: The committee is reviewing the notes from the Unconference and going to decide what to do with the information.
 - It is also reviewing the advisor list and discussing how to make it more accessible.
- **ASLAC— Jeremy Page**
 - The committee is looking at what kinds of leadership development programs are happening on campus and how these programs/efforts can be coordinated across campus.
- **Student Success Center – Colin Daly**
 - The nominations for **nontraditional student recognition award** are due **Friday**.
 - **Spring NSO** will be held January 14 for new students and **TASO** on January 15.
 - If you'd like to nominate students for new Orientation Leaders, Peer Mentors and Campus Ambassadors, follow this link: <http://bit.ly/1KoMxFq> Nominations will be open until **February 12, 2016**
 - Brennan -- **Mapworks**: Thanked everyone for patience in ironing out kinks. Mapworks representatives will be on campus next week.
- **Financial Aid**
 - The Perkins Loan is done. If students have an outstanding balance, send them to Financial Aid.
- **PASS – Johanna Dvorak**
 - Students can come in for tutoring any time. They also have online options with links on D2L.
 - They have noticed students are not reading textbooks, so reading courses like the C&I courses would be helpful. Tutors weave in study strategies in the tutoring sessions and encourage students to get more assistance in reading.
- **Admissions – Alberto Maldonado**
 - Setting up an early application deadline before Dec. 1, so they can review applications earlier and offer scholarships.
 - The office has late hours on Monday—open until 6

- Thank you for participating in Meet Milwaukee! Over 200 students, families, and guests attended. Next events are **Go Milwaukee** on **Feb. 19 and March 12.**
 - **November 12—Veteran and Active Military Open House** from 4 to 7 pm in KIRC
 - **November 19—Fresh Coast Classics.** MPS students will be coming to campus. Includes college fair, break-out sessions and tours of campus.
- **American Indian Student Services—Celeste Clark**
 - **38th annual Autumn Pow Wow** in Union on **Saturday, Oct. 24.** Grand entry at 1 p.m. and 7 p.m. Includes vendors and informational tables.
- **Graduate School Open House—Chris Parks**
 - **Open House:** 4:30 to 7:30 p.m. on **November 5** in Wisconsin Room
 - 311 people currently registered; aiming for 500+
 - Students can sign up on new Graduate School website.
<http://uwm.edu/gradopenhouse/?gclid=CLq67tqY1MgCFUyAaQodgL8Eog>
 - Students who attend can get a voucher to waive application fee—worth about \$56. Can use anytime between the open house and **May 2016.**
- **Exploring Majors Fair—Nicole Claas.**
 - Monday, October 26, from 10 a.m. to 2 p.m.
 - Still have slots for anyone wanting to volunteer.
- **Intergroup Relations Training:** Jan. 7 and 8. Will be sending out new email regarding this training since not everyone received it. Applications are **due November 20.**
- **ARS probation pilot—Rebecca Reece:** Just finished test environment of the class. Will use information they learned and also talk with Ed Psych department to work together on developing a course in the future.
- Sarah Terry from the **Military and Veterans Resource Center** discussed events around Veterans Day. See previous email from Sarah or email her at tarah@uwm.edu for more information.