

SFAC Fall Meeting #6
11/6/15 9:00AM-11:00AM
Price Center Red Shoe Room

Call to Order

Present: Paul Tchir, Jackie Markt-Maloney, Chad Mackie, Andrew Thai, Ei Lin Chong, Mukanth Vaidyanathan, Negin Mokhtari, Sylvia Lepe-Askari, John Hughes

Absent: Mihiri Ukuwela, Ellen Kim, Crystal Inacay, Akshay Tangutur, Norienne Saign, Ivan Evans

Approval of Fall Quarter Meeting 4 Minutes

Motion by Akshay, second by Mukanth

SFAC Charter Discussion

1. Background: moving the appointment of shadows from Week 5 of Fall quarter to Week 5 of Spring quarter to allow for a 5 week intensive training
2. Updating the charter to be more explicit
 - a. Valuable to include that members will be subject to a confirmation interview for each term
3. Drafting a supporting/best practices document
 - a. To outline practices that aren't stated in the charter, such as deep dives
 - b. A project to work on later in the year
 - c. Outline our goals and plan for the rest of the year

Graduate Division

1. Central resource for everything related to graduate education, administrative unit that facilitates anything that has to do with graduate education in part to teaching and research
2. Diversity is a core value
 - a. Enormous group representing UCSD at national conferences
 - b. Attract undergraduates to apply to UCSD for the purpose of promoting diversity
3. Admitted the largest new entering class of graduate students in history in Fall, 16.5% of the total student population
4. Enrollment continues to grow for international and underrepresented student populations
5. Grad SLAM – competition amongst UC graduate students, encouraged state legislatures to attend, large representation
6. How do you fund Grad SLAM?
 - a. Funded out of the graduate division
7. What is your role essentially in financial support for graduate students? How do you want to support graduate students?
 - a. Administrative side of financial support for the graduate division
 - b. Constant source of concern amongst graduate students, many decisions made by individual departments with different sources and amounts of funding
8. Stance on the GRE?

- a. Psychology has a fixed policy of a 50% minimum on the GRE to even have an application looked at.
 - b. International students haven't been introduced to these kinds of standardized tests
 - i. The values of the GRE may be skewed in other countries
 - 1. There's an amount of effort in monitoring the tests
 - c. Graduation division doesn't have the power to stop divisions from having fixed cutoffs
9. Academic programs – there are some degrees that are offered that don't have a dedicated professor researching in the department
- a. Graduate division doesn't offer programs and degrees, it's up to departments
 - b. To the extent that they run reviews of graduate programs every 7/8 years, every program that offers a degree is reviewed
 - c. Part of directing that message to the graduate council which can urge that a change be made
 - i. Include students in the reviews, students don't feel like they have an active voice
 - d. No formal/technical mechanism that can force a thing to happen,
10. Campus Climate Graduate Intern
- a. Intern holds office hours in each of those centers on a quarterly basis, providing programming for where the student is located – Woman's Center, Cross Cultural Center, LGBT Resource Center
 - b. Assessment for each program that was conducted – number of attendees, satisfaction, etc.
 - c. Desire for more opportunities to interact with graduate students in a more informal setting
 - d. Intern's experiential learning experience – developed a network of people they can reach out to whether it's programming events or questions
 - e. Challenges
 - i. Fairly small number of graduate students that participate in this program
 - ii. Difficult to assess the impact of it on the campus as a whole
 - iii. Rotating between the campus centers isn't conducive to continuity
 - f. Future plans
 - i. Hire two graduate interns on an hourly basis from 10-20 hours
 - ii. Based out of the graduate division, enabling them to collaborate with all centers for more frequent programming
 - iii. ID scanners to track student participation and facilitate assessment of the program
11. Grad Life Intern
- a. Weekly grad life email, grad life website and calendar
 - b. Quarterly programs, liaison with the GSA
12. Any new initiatives for the campus climate intern?
- a. Just hired, program won't get started until Winter
 - b. Programming in the center, reaching out to the Black and Raza resource centers
 - c. Works in progress – students can come and talk about their work in a small environment with their peers
13. English Language Pilot Program

- a. In the past, people weren't self-selecting to participate, were being elected by their department
 - b. Extension already has a program for EAPD
 - c. Invite international students to participate in the EAPD programs, allowing them to select the course they want to take
 - d. If money were no object, how many people would take advantage of this each quarter? Roughly 60
 - e. Any trends in terms of types of departments/countries that tend to go for it?
 - i. Mostly STEM students
 - f. What kind of results come out of it?
 - i. Survey shows that students generally like it,
 - ii. With future surveys, et more specific in the surveys
 - g. Any information from the department that students have improved?
 - i. A way to get information can be implemented this next upcoming program
14. If money wasn't as important, what would the graduate division priorities be at this point?
- a. Emphasis on professional development
 - b. In collaboration with GSA, extension, career services – created Gradvantage
 - c. Public speaking piece – pilot of a program
 - i. Workshop held in September for 30 graduate students, 4 day immersive workshop
 - ii. Funding to be able to offer that more frequently, scaling it up to train faculty members to be able to do it

Career Services

1. Centralized career office on campus for students and alumni
2. 24,000 unique users including undergrad, grad, and alumni students. 14% increase of use over the year
3. Commitment – helping students to be successful with their own professional development moving forward
4. Over the past two years, there's been a 70% increase of employer activity on campus – including job fairs, internship listings, interviews
5. 16,600 job and internship postings, 12% increase over the previous year
6. Career readiness and coaching – help students to think about transferable skills and self-marketing ability
7. First two weeks of the first academic year – two job fairs, preparatory programs
 - a. 9,000 contacts
 - b. Elevator pitches, resume critiquing
 - c. Value of student engagement
8. Goal to double the number of graduate students that they serve, and triple the number of students in individual meetings
9. 85% satisfaction rating amongst graduate students
10. grAdvantage
 - a. Career transition workshop for graduate students to help them see if they want to go to the academic route or explore other options
 - b. Now delivering two workshops each quarter compared to one each year

11. Health Professions Advising Initiative

- a. Second year of funding for this program
- b. Double the number of pre-health and pre-med workshops and panels held
- c. 15 workshops each quarter, significantly higher than before
- d. Great demand of health career advising
- e. Pre health student organization council – 20 students orgs involved to promote programs and share information
- f. MMI's – multiple mini interviews, program done with the School of Medicine
- g. Hosting a medical conference, 50 pre health/med students are volunteering, providing shadowing experience and letters of recommendation
- h. The initiative is not where they want to be at that point
 - i. Can take the position through most of next year, but will need some assistance for funding, especially the last quarter
 - ii. Looking at permanently funding this program because the need is still there

12. Career Peer Educator Program

- a. 15 peer educators that go through training and scale activities that they do for students
- b. Interacted with 1,170 students within the career center and on location at colleges
- c. Peers served 2,250 students
- d. Great way to give basic information and an introduction about career professional development

13. The Basement

- a. Focused on undergraduate students
- b. First group, 21 teams made it in
- c. 15 carried over from last spring, 6 new this Fall

14. Engaged Learning Tools

- a. Teaching and Learning Commons
- b. URP – offering opportunities for study abroad
- c. Collaboration across campus to give more access to information and opportunities

15. Interactive Major2Career Mapping

- a. Enhance advising through technology so people have a clear understanding of the types of jobs that they can get after they graduate

16. 3-year strategic priorities

- a. Health Careers Advising Initiative – a lot more to do in terms of collaboration, such as a health career summit, need an advisor to make it happen, could handle the funding for most of next year, but it's a big project that will need permanent funding
- b. Career Peer Educator Program – begin targeting academic departments outside of the STEM fields, focus peers in that area if able to expand
- c. Expanding programs for graduate students – not just academic careers, but also non-academic career options, providing one on one advising for these different options
- d. Increasing advising resources and programming, be aware of what those opportunities are

- e. Implementing a career readiness and strengths based coaching model – strengths finder tool
 - f. Looking at a career services center management tool, looking at more effective systems
 - g. Expanding campus collaboration with student retention and success, campus community centers
17. How are you promoting these programs to the graduate students?
- a. Through organizations such as GSA, the graduate department, graduate division
 - b. Just launched a dedicated graduate student email newsletter, goes out on Week 1, 5, and 9, piloted this fall
 - c. Social media
18. 24,000 unique visitors last year, 14% increase over the previous year, 90% increase of alumni. How did this happen?
- a. Partnering with Alumni Services and collaborating with the alumni directors
 - b. Publicity about the nature of the fact that Career Services integrated with Alumni Engagement
 - c. Quality of the programs have been enhanced with a broader array
19. Are there any ways for AS members to collaborate with Career Services programs and services? Is it difficult to host a joint collaboration with career services? Any suggestions?
- a. Open at looking at ways to partner and collaborate, would love to sit down and talk about any ideas that you have
20. In what ways would you expand the Peer Program?
- a. Look at things like the Health Careers Initiative, identify and help train peers to concentrate on pre-health advising
 - b. Utilizing peers and training them to work in departments that aren't using the services as much such as humanities and social sciences majors
21. Talk on campus about student success – euphemism for shortening time to degree. Any data that suggests that early participation in career services results in a positive impact on that definition of student success?
- a. The more often students utilize career services, the wicker they find successful outcomes at the end, the higher their salaries are in the end
 - b. There are resources for new advising models for academics, tie career advising to a positive model for advising
22. Have we seen the ratio of students that are in different branches and divisions? Such that everyone in the different fields will be able to talk to someone in their field?
- a. Two ways to look at this
 - i. Some of the companies that participate are looking for all majors don't utilize career fairs as a way to recruit
 - ii. Industry mixer activities, matter of looking at other vehicles to bring those organizations onto the campus
 - b. Is there anywhere this information is available?
 - i. Different kinds of employers, employer directory types, LinkedIn
 - ii. Information sessions –geared towards industry nights, seeing these events come up in the workshops

23. Are the peer educators fully supported by the department in terms of programs and getting paid? Fully supported within the department? Yes

Adjournment

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