

MINUTES
November UPAC Meeting 11-18-15
Location: SUMC 411; Workshop Room
9:00-10:15am

9:00 Welcome: Amy Dreweatt, UPAC Co-Chair

9:00-9:20: Topic: Out of state CEG by Nicole Kontak, Director of Transfer Curriculum & Transfer Student Center

- The Transfer Center has been working to create an out-of-state course equivalency guide (CEG) to give advisors access to similar information as can be found in the in-state CEG (<http://aztransmac2.asu.edu/cgi-bin/WebObjects/CEG>)
- The out-of-state CEG is located on the Transfer Student Center website (transfer.arizona.edu)
 - You can navigate to the out-of-state CEG from the main page by clicking “Out of State Course Equivalency” in the toolbar on the left side of the page
 - You can also click “Transfer Credits” on the left-hand toolbar and you will be able to access the OOS CEG from that page
 - Direct link: <http://admissions.arizona.edu/transfer/ua-out-of-state-course-equivalency-guide>
- The out-of-state CEG is a work in progress, it is continually being improved. It is also a guideline, not a policy, as the information can change.
- Tips on using the Out-of-State CEG:
 - It is not intuitive, it does not recognize misspellings
 - There is a character limit for institution names, so many full names will not appear or will be cut off
 - Use state and/or city names when searching
 - When a student completed a course at an out-of-state institution will determine equivalency; the effective dates will indicate the time range a student must've completed a course for it to transfer in as the listed UA course
 - The CEG will also indicate some coursework that is not accepted by UA (if a rule has been created and added to the list, again it is not comprehensive)
 - This is a student-driven process; students who submit course evaluation requests for math, English, chemistry, biology, physics or anatomy/physiology drive the equivalencies that are being created and listed on the CEG
 - Does not include any international institution equivalencies
- The process will be expanded in the future to add requirement designators (primarily for general education courses) and more direct equivalencies, particularly for math, English and science coursework.
- The out-of-state is not a complete guide of all transferrable out-of-state courses; just because a course isn't on the CEG doesn't mean that it won't be accepted by UA.
- The CEG can change at any time; things are constantly being added/changed/deleted.
- Students who view the CEG page are advised to contact advisor for specific transfer questions.
- The out-of-state CEG does not take the place of any transfer pre-approvals or appeals.

- If departments have internal equivalency lists for out-of-state institutions, please pass that information to Nicole Kontak so they can be added to the CEG.

9:20- 9:40: Topic: Supporting Transgender and Non-Binary Students by Jen Hoefle-Olson, Program Director for LGBTQ Affairs

- Focused talk on the students in the who receive the greatest discrimination and harassment under the umbrella of LGBTQA+ students; transgender and non-binary students.
- LGBTQA+ stands for lesbian, gay, bisexual, transgender, questioning, queer, asexual, aromantic. The “plus” honors the myriad of identities that exist.
- Acknowledge that we are raised in a culture that constructs and reinforces false binaries. The expectations that all our identities fit into binary categories is assumed and expected.
- Expectations are that if you are born assigned the sex of male that you will be a man and that as a man you will express your gender by being masculine and that you will be heterosexual. If you are born assigned the sex of female you will be a female and express your femininity. These expectations reinforce the false binary categorization that our culture has created.
- These expectations produce discomfort; that is normal. The assumptions run so deep that discomfort is a normal response when we encounter an identity we haven’t before. If we can’t name our discomfort, we can’t learn and grow from it.
- Diversity that exists in gender ID is not binary; it is a continuum.
- Sex: what physical parts you are born with, Gender Identity: how a person feels inside, Gender Expression: how a person shows their identity to the outside world.
- 2014 Needs Assessment survey done by LGBTQ Affairs
 - 589 total respondents (300 students)
 - Family acceptance of gender ID has large impact on students and their wellbeing
 - ¼ of trans students say UA campus is unaccepting of trans people
 - 1/5 of trans students don’t feel safe on campus
 - Over ½ are experience derogatory language daily or weekly on campus
- Microaggressions: somewhat unintentional insults. Like death by a thousand paper cuts because those verbal slights, encountered over and over, can become just a painful as blatant derogatory language.
 - Examples for non-binary students: generally rude, not asking for pronouns, disrespecting pronouns once stated, male/female bathrooms and assessing which they feel safe using, misgendering based on appearance, using language that assumes binary, referring to legal name as “real” name, not using preferred names
- If you find yourself feeling uncomfortable, allow your discomfort to lead to reflection. Take responsibility for the way you treat trans and non-binary students.
- How can we create a more supportive and inclusive campus:
 - Ask (hopefully all) students their preferred pronouns, make it common practice with all students. Make sure you use them! Practice pronouns you may not have experience with.
 - Don’t assume another person’s gender
 - Use the name they wish to be addressed as
 - Use language inclusive of all genders (instead of “hello ladies and gentlemen” say “hello everyone”)

- Challenge your own perceptions of gender and reflect on the non-binary nature of gender
- Examine office policies to see if non-gender inclusive language can be revised
- Don't stare or laugh
- If you haven't already, be sure to go to SafeZone training! They are offered monthly and it is free. Add yourself to LGBTQ Affairs listserv as well.

9:40-10:00: Topic: The Tucson Indian Center-Student Internship Possibilities/Opportunities by Vicky Mullins, M.Ed., Social Services Director, Tucson Indian Center

- The Tucson Indian Center is located downtown at 97 E Congress (across the street from Wig-O-Rama); they are a non-profit organization open M-F 9-5. Website is <http://ticenter.org/>.
- Created 52 years ago as a club, a place for people to get together when they were transitioning from reservation to urban area. They now are a non-profit organization that gets their funding from the government.
- Completely independent from local tribes; they don't receive funding from tribes, just the Federal government, so they serve all registered tribal members.
- They also serve the entire community and offer opportunities for people who aren't registered tribal members.
- Target the urban community; they see over 300 people each week.
- 2 main departments: social services and wellness.
- Social Services Department Programs
 - Emergency Services Network- provide emergency rent, utilities for ALL Pima County residents. Grant money is received from county; they give all the grant money out as fast as they can, so right now there is no more money left for this year, but they can provide individuals who need this assistance the information of other organizations who also received the grant and may have funds left.
 - Workforce Investment Act- for Native Americans only. Vocational training and employment services funded by Department of Labor.
 - Native American Employment Policy- A Pima County program that recruits Native Americans for County work.
 - Equal Voice Coalition- For people who want to get involved, gain leadership skills and is a great opportunity for students to get volunteer or internship experience. Available as an opportunity to all students from any college.
- Health & Wellness Department
 - Provide assessment and case management for Native Americans, specialty areas include substance abuse treatment and diabetes prevention services.
 - Provide transportation to and from the Indian Clinic and they will also pick up prescriptions from the pharmacy at the Indian Clinic and bring it to the TIC in case people do not have transportation to do it on their own.
 - Youth programs provide a number of services including suicide prevention.

10:00-10:15 Topic: General Advising Updates: Roxie Catts, Director, Advising Resource Center

- Brown Bag with Rachel Beech (Director International Admissions) on UA's Global Focus: international recruitment and retention initiatives. December 8 from 12-1pm in SUMC 411.

- NACADA web event: Communicating Effectively in Academic Advising. December 10 from 12-1pm in SUMC 411.
- Be on the lookout for an advising survey: Dr. Gayle Byrd has requested that a poll of the advising community be taken in the near future. It will be completely anonymous.

10:15 Adjourn