

Progress Report April 2022

Educating the Next Generation of Gators: Establishing an Equitable Undergraduate Curriculum UF Office of Undergraduate Affairs

Overview: Progress reported herein represents efforts made since February 2021 toward reaching IDEA goals for the undergraduate curriculum established in August 2020. See Appendix 1 for the February 2021 progress report.

General Education Committee

- *Attain more diverse representation on the Committee²*
 - Progress: Associate Provost Lindner and her staff continued to prepare standard operating procedures for GEC practices, never developed before at UF, as a means of intentionally and mindfully recruiting and sustaining a diverse membership as a best practice for UF.
- *Evaluate practices of the GEC for hidden bias, lack of hospitality, etc. and make changes*
 - Progress:
 - This Diversity Subcommittee established in 2021 fully came into being as the work of the GEC Task Force on Diversity (see below) moved forward this past year. The Subcommittee members served as members of the Task Force, which also included additional non-GEC members. This Subcommittee will provide a sustained focus on IDEA in our UF general education and on the General Education Committee's practices and policies.
- *Increase the number of race-related courses that are approved for Diversity credit*
 - Progress: See progress reported for UF Quest (below).
- *Post all race-related courses on the General Education web site*
 - Progress: See progress reported concerning the work of the GEC Task Force on Diversity (below).
- *Charge a task force of faculty, staff, and students to evaluate current GEC policies, requirements, and practices and provide recommendations for increasing diversity and enhancing educational opportunities for students to learn about racism and practice anti-racism*
 - Progress: This GEC Task Force on Diversity was fully engaged this past year under the leadership of Dr. Eleni Bozia (Classics, GEC Co-Chair) and Dr. Will Atkins (Student Life).
 - To date, the Task Force has almost finalized its recommendations and full report to Associate Provost Angela Lindner. The full GEC membership will engage in its first unpacking of the Task Force's recommendations during its May 2022 meeting. The GEC will establish a timeline to implement the Task Force's recommendations.
- *Seek ways to embed the UF Core Values*
(<https://president.ufl.edu/media/presidentufl.edu/documents/UF-Core-Values.pdf>) into the work of the GEC (added February 2021).
 - On February 9, 2022, UF unveiled its newly approved UF Core Values (<https://president.ufl.edu/initiatives/uf-core-values/>) with encouragement to all in the Gator Community to put these values into action. In response, the GEC will adopt these overarching core values first by linking them to its web site (<https://undergrad.aa.ufl.edu/general-education/>;

<https://fora.aa.ufl.edu/University/JointCommittees/General-Education-Committee>) and including them on all agenda.

University Curriculum Committee

- Attain more diverse representation on the Committee¹
 - Progress: TBA
- *Evaluate practices of the UCC for hidden bias, lack of hospitality, etc. and make changes*
 - Progress: TBA
- *Support proposed certificate programs involving race-related topics*
 - Progress: TBA
- *Seek ways to embed the UF Core Values (<https://president.ufl.edu/media/presidentufledu/documents/UF-Core-Values.pdf>) into the work of the UCC (added February 2021).*
 - On February 9, 2022, UF unveiled its newly approved UF Core Values (<https://president.ufl.edu/initiatives/uf-core-values/>) with encouragement to all in the Gator Community to put these values into action. In response, the UCC will adopt these overarching core values first by linking them to its web site (<https://undergrad.aa.ufl.edu/committees/university-curriculum-committee/>; <https://fora.aa.ufl.edu/University/JointCommittees/University-Curriculum-Committee>) and including them on all agenda.

Academic Policies

- *Perform an academic policy audit and assess hidden negative impacts on under-represented students*
 - Progress:
 - Work continues in the Office of Undergraduate Affairs to evaluate all academic policies for negative impacts on specific student populations.
 - The following policies were revised or instituted through this process:
 - Final Exam Scheduling: Introduction to Chemistry (CHM1025) and Introduction to Statistics (STA2021) final exams were separated to different days of final exams week after an evaluation identified that these two exams were scheduled on the same day. This timing adds special burden to students from under-resourced backgrounds who are more frequently required to take CHM1025 in their first semester, along with STAT2021. This change accompanies a previous revision to the final exam schedule that ensures no student will take a chemistry, mathematics, and physics final exam on the same day.
 - UF Attendance Policy—Revisions to this policy were approved by the Academic Policy Council of the Faculty Senate and the UCC. In summary, the revisions make the policy clearer for students and faculty to understand what constitutes a reason for an excused absence and, as a result, provides a more equitable process for faculty to engage with students in classroom matters covered by this

- policy (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).
 - Granting a Degree to a Terminally Ill Student—After approving a request for a degree of a CJC student suffering from terminal illness in the Fall 2021 semester, the Academic Policy Council of the Faculty Senate and UCC have agreed to shape a permanent policy. Dr. Angela Lindner is leading discussions surrounding this new policy, and approval of this policy is anticipated in Fall 2023.
 - Dismissed Student Policy—In response to the inordinately high number of students in their first year who are dismissed from the university for academic reasons, Dr. Angela Lindner has formed a committee to look closely at the students who are dismissed and to ultimately create a program that will provide a “fresh start” for students in this circumstance. Initial data show that students already vulnerable to timely progression in their study are more impacted by the current UF dismissal policy and practice.
- *Perform a course grade audit to evaluate historical trends in performance based on race, ethnicity, gender, etc. Create a dashboard to monitor impacts.*
 - Progress:
 - Work continued in earnest this year in developing a data analytics platform that allows for accurate prediction of student success down to the course level. Dr. Aaron Thomas of UFIT has led this effort in collaboration with the UF Student Success leadership team (Dr. Angela Lindner; Dr. Cheryl Gater, Interim UF Student Success Director; Dr. Mary Kay Carodine, Student Life, Interim UF Student Success Coaching Director; Rob Bailey, CLAS, Interim UF Student Success Tutoring Coordinator).
 - Efforts continued to evaluate student performance differences among students by gender, race, ethnicity, etc. in the 38 courses that students repeat most frequently because of earning a D, E, or W. Expected outcomes of this work include collaborating with specific programs that teach courses that are found to exhibit a disparity in student outcomes to eliminate such disparity.
 - In addition, Dr. Aaron Thomas in UFIT began building a retention tracking dashboard for ultimate use by colleges. Dr. Angela Lindner, Dr. Toby Shorey, and Dr. Thomas will host a mini-retreat on May 23 when the colleges will first evaluate the dashboard and provide feedback for long-term use by the colleges.
- *Create a syllabus statement related to Diversity and Inclusion*
 - Progress: In progress. First, Associate Provost Lindner and Associate Provost Hass are engaging CDO Marcia McGriff, UCC, and the Faculty Senate’s Academic Policy Council on the idea of creating a web site that contains all statements required for the syllabus with deeper educational content for students. This would address concerns raised by many faculty and students that the length of our syllabi has become untenable, thus rendering the syllabus as an educational document less

effective while also adding required language in the syllabus that upholds the UF Core Value of Inclusion.

UF Quest (<http://undergrad.aa.ufl.edu/uf-quest/>, <http://undergrad.aa.ufl.edu/uf-quest/students/quest-courses/>)

- *Welcome new proposals for Quest 1, 2, and 3 courses related to race*³
 - Progress: Through the leadership of Dr. Andy Wolpert, UF Quest Director, all request for new course proposals submitted since Summer 2020 have included a call for courses related to systemic racism, diversity and inclusion, as follows: *Course proposals are especially welcome that examine the many challenges, problems, and societal concerns that we are currently facing: systemic racism, diversity and inclusion, social justice and equality, the global health crisis, climate change, economic disparities, the digital revolution and the impact of artificial intelligence on our lives, the unintended consequences of technical progress, etc.*

As of April 4, 2022, 104 Quest 1 (Humanities) courses and 71 Quest 2 (Natural or Social Sciences) courses have been developed. Of these, 121 have a direct IDEA focus. These courses have in tandem been approved by the General Education Committee to meet the UF requirement for 3 hours of Diversity or International credit. After piloting for 3 semesters, the courses are evaluated by the UCC and GEC for permanent approval. Dr. Wolpert and the UF Quest leadership team are continuing to incentivize more faculty to develop and offer more Quest 1 and 2 courses with content related to race, racism, and diversity (<http://undergrad.aa.ufl.edu/uf-quest/faculty/quest-1/q1-call-for-courses/>, <http://undergrad.aa.ufl.edu/uf-quest/faculty/quest-2/q2-call-for-courses/>).

- *Encourage developing linked Quest 1-4 courses that share themes of race and anti-racism*
 - Progress: (Continuing)—As new courses are developed in Quest 1 and 2 and as community service projects grow (see below), students will have access to intentionally themed UF Quest experiences that provide opportunities to recognize racism, practice anti-racism, connect their classroom to the surrounding world, and become more responsible citizens.
- *Include in the Quest experiential modules aimed at educating students about racism and practice of anti-racism*⁴
 - Progress: (Continuing)—Initial focus in this regard has been on developing Quest 3 community engagement experiences in Gainesville. Through the efforts of the office of our Chief Operating Officer and the UF Quest program, UF will soon launch a tutoring program that will provide trained tutors and mentors for students in Reichert House (<https://www.facebook.com/reicherthouse/>). UF students participating in the pilot are members of the National Society of Black Engineers-UF. This program is envisioned to serve as a model for future UF partnerships with the City of Gainesville to provide UF students opportunities to engage in and learn about diversity issues while also earning UF credit for their experiences. The anticipated 2021 launch was delayed because of internal Reichert House concerns.

UF Student Success

UF Student Success is a collaborative, campus-wide effort grounded on a shared desire to provide holistic and personalized support for every student. Of fundamental importance in the UF Student

Success effort is alertness to student populations who may need additional services to ensure timely progression to graduation. Efforts this past year have continued to galvanize relationships of our campus units to create a student success ecosystem that surrounds our students with resources they need.

- *Continue to shape and garner support for peer tutoring, peer mentoring, and coaching programs with sensitivity to serving all students with care*
 - Progress: As described in the February 2021 progress report, UF Student Success (studentsuccess.ufl.edu) was established to include IDEA outcomes as the primary drivers for efforts in supporting our undergraduate students. Efforts this year focused on further shaping the support services developed in the 2020-2021 academic year and to shape a vision UF Student Success in the long term.
 - The four pillars of UF Student Success:
 - Academic Advising—Approval of an inaugural Senior Director of Advising position (see below)
 - Coaching—Continued expansion of this program that partners students identified (using data analysis described herein) as possibly vulnerable to success in a course or in their degree program with a faculty or staff coach. Additional student populations served include transfer students.
 - Peer Mentoring—Continued partnership with the International Mentoring Association with anticipated new trainings set for Summer 2022.
 - Tutoring—Selection of a new permanent tutoring platform (TMS). Current efforts involve establishing a foundation to unveil the campus-wide tutoring platform in Summer B 2022.
- *Continue to press toward the vision of a central UF Student Success Center providing holistic support for students and including transitional academic advising core staff with embedded staff from Student Affairs, Financial Affairs, SHCC, CWC, CCC, Registrar, etc.*
 - Progress:
 - With Dr. Gater announcing she will be returning to her role in accreditation, Provost Glover approved the following new positions to catalyze shaping the UF Student Success efforts toward the long-term vision established by our campus-wide team. The following positions will be filled in the upcoming year:
 - Assistant Provost for UF Student Success (position description is currently drafted with search anticipated to start April 2022)
 - Senior Director of Advising (initial search terminated in March 2022 with new search beginning after Assistant Provost is hired)
 - Two Transitional Academic Advisors (anticipated start date is Spring 2023)
 - UF Student Success Data Analyst (in collaboration with UFIT, Dr. Elias Eldayrie)
 - Continuation of Interim Coaching Director and Tutoring and Academic Support Services Coordinator
 - The above hires will shape the beginning of the UF Student Success Center staffing. A space for this UF Student Success Center is now being identified and may be either in the Infirmary or the Computer Science Building after those respective programs move to new buildings.

K-12 Outreach: A Continuum of Relationship (added February 2021)

- *Create a connected continuum of relationships between UF and under-represented students spanning from K-12 through graduate school*
 - Dr. Samesha Barnes, director of the McNair Scholars Program, was named Director of the UF Thrive Center, composed of CPET's K-12 Outreach Programs under Dr. Michael Bowie and Office of Academic Support (including the UF Promise and SSS Programs) under Dr. Angeleah Browdy.
 - Dr. Bowie successfully submitted a general U.S. Department of Education Upward Bound proposal for a general program, and he is currently working on two additional Upward Bound program proposals targeting STEM and Veteran students, respectively. The latter two proposal deadlines are anticipated to be in the April/May 2022 timeframe. With successful selection, UF will have the distinction of hosting all three DOE TRIO programs (Upward Bound, SSS, and McNair Scholars, <https://www2.ed.gov/about/offices/list/ope/trio/index.html>).
 - The three respective Thrive Center offices are anticipated to co-locate this summer in Building 105, the current location of the Office of Academic Support and future location of the UF Thrive Center.
- *Support the COO's work in launching the tutoring program with Reichert House and work towards expanding this model to Alachua County Public Schools and Gainesville after-school programs*
 - As described above, the Reichert House project was set to launch in Spring 2021. Because of internal challenges at the Reichert House, the project has been postponed to start at a later date.

Footnotes

¹Please refer to <http://undergrad.aa.ufl.edu> for a scope of the work of Undergraduate Affairs.

²Note that both GEC and UCC membership is based on one-half representation by Faculty Senate appointees and one-half representation by Provost appointees. The Chair of GEC/Associate Provost for UA has certain constraints on ability to increase diversity of membership as a result. When open Provost-appointee seats become available every 3 years, the GEC Chair/Associate Provost is able to intentionally recruit new members. The Faculty Senate has an opportunity to intentionally recruit a more diverse membership as well, thus making available a higher level of diversity among nominees for Councils and Committees.

³For more information on how to develop a Quest 1, 2, or 3 course, please contact Dr. Andy Wolpert at wolpert@ufl.edu. Quest 1 and 2 courses in the Humanities, Social Sciences, or Natural Sciences are first piloted under temporary GEC designations. Once piloted and approved for permanent approval, the UCC approves the permanent course, followed by the GEC approving the permanent General Education designations. This process is thoughtful, required by the State, and takes time.

⁴We welcome ideas for future UF-City/County collaborations like this one described with Reichert House. Please email Angela Lindner at alindner@aa.ufl.edu to share your ideas.

APPENDIX 1:

Progress Report February 2021

Educating the Next Generation of Gators: Establishing an Equitable Undergraduate Curriculum UF Office of Undergraduate Affairs

Overview: This progress report, prepared February 25, 2021, provides an update on actions taken by the Office of Undergraduate Affairs¹ since August 2020 in response to the call to increase Inclusion, Diversity, Equity, and Access (IDEA) in UF's curriculum and related processes and in our efforts to embrace a student success model that is rooted in a shared commitment to support "all students, to the last student." A philosophy that has guided the many faculty, staff, and students engaged in this work is summarized in "The Student Is" statement that can be found here: <https://studentsuccess.ufl.edu/about/>. This work of heightening awareness of the potential for embedded racism in our undergraduate curriculum and student support services has just begun in earnest and will take time and full commitment of the university to instill in all associated positions the expectation that the practices developed in the activities described below will become sustained practices.

The remarkable progress achieved by UF faculty, staff, and students in the past six months as outlined below should serve as a thread of hope and tangible proof of the collective desire and will to accomplish this important work. We welcome participation by any interested faculty, staff, and student who desires to join this Community of Student-Centered Educators.

General Education Committee

- *Attain more diverse representation on the Committee²*
 - Progress: The GEC has seen substantial progress in diversifying its membership in terms of race, ethnicity, and disciplines since the Fall 2020 semester. Fortuitously, many of the three-year Provost-appointed positions for the Committee were set to expire at the end of August 2020, and Associate Provost Lindner made a concerted effort to recruit interest from a more diverse pool of new members. Likewise, Associate Provost Lindner requested Student Government to assign student representatives who reflected and had a passion for building diversity in our curriculum processes. The GEC's new members are shown below:
 - Co-Leadership:
 - Dr. Eleni Bozia, Assistant Professor, Classics, CDL for CLAS
 - New Faculty Provost-Appointed Members:
 - Dr. Steven Harris, Lecturer, Chemistry
 - Dr. Serdar Kirli, Master Lecturer, Industrial Systems Engineering
 - Dr. Tanya Saunders, Associate Professor, Latin American Studies
 - Dr. Cecilia Suarez, Assistant Professor, AEC
 - Dr. Jeremy Waisome, Lecturer, Engineering Education
 - New Student Members through Student Government:
 - Cooper Brown
 - Tyler Kendrick

As Associate Provost Lindner and her staff prepare standard operating procedures for GEC practices, never developed before at UF, they are intentionally creating this approach to mindfully recruiting and sustaining a diverse membership as a best practice for UF.

- *Evaluate practices of the GEC for hidden bias, lack of hospitality, etc. and make changes*
 - Progress:
 - To begin this careful evaluation of GEC procedures and tone of its interaction with faculty who submit requests to the Committee for consideration, all members took the Harvard Race Implicit Association Test (<https://implicit.harvard.edu/implicit/selectatest.html>) and were encouraged to complete the Kirwan Institute training modules (<http://kirwaninstitute.osu.edu/implicit-bias-training/>) in the Fall 2020 semester. Dr. Kate Ratliff, Associate Professor in Psychology, presented to the Committee in its November 2020 meeting the results of the Committee's aggregated tests and then led a discussion of the implications of these results on the work of the Committee. The findings that most members tested to have some-to-moderate bias for Caucasians led to a fruitful discussion about the care members need to take before making decisions about individual curriculum requests.
 - To continue driving this discussion forward, Associate Provost Lindner called for the creation of a new subcommittee focusing on GEC Diversity. This Diversity Subcommittee is a standing subcommittee (not subject to dissolution), joining the Assessment and Review Subcommittees as the only other standing groups. Members of this Subcommittee will also serve as members of the GEC Task Force on Diversity (see below).
- *Increase the number of race-related courses that are approved for Diversity credit*
 - Progress: Initial efforts in this area have involved cataloging all General Education courses at UF. The fact that performing this task is so difficult to do uncovers a certain desired outcome in this overall effort: a database for all General Education Courses, searchable by General Education designation, theme, and other attributes.
- *Post all race-related courses on the General Education web site*
 - Progress: Courses perceived as having substantial focus on race have been curated by Office of Undergraduate Affairs Staff. This list has been provided to the GEC Task Force on Diversity for further consideration.
- *Charge a task force of faculty, staff, and students to evaluate current GEC policies, requirements, and practices and provide recommendations for increasing diversity and enhancing educational opportunities for students to learn about racism and practice anti-racism*
 - Progress: In the Fall 2020, Associate Provost Lindner assembled and "charged" this Task Force, composed of 17 faculty and staff members from throughout campus and student members representing the Black Student Union, Student Advisory Council for Undergraduate Affairs, and Student Government. To ensure that recommendations from this Task Force are moved forward into the GEC work, six of the faculty members are also members of the GEC, thus composing the GEC's Diversity Subcommittee.
 - Dr. Eleni Bozia (Classics) and Mr. Will Atkins (Student Affairs) serve as co-chairs of this Task Force in an effort to more strongly bind the work of our GEC and Academic Affairs to that of both our CDO's Chief Diversity Liaison Team and to the work of UF Student Affairs.

- To date, the Task Force has convened several times and has drafted and vetted a revised mission statement for General Education at the University of Florida and has begun deep engagement in avenues for increased diversity infusion into our General Education curriculum. The work of this Task Force is anticipated to continue through Fall 2021.
- *Seek ways to embed the UF Core Values*
(<https://president.ufl.edu/media/presidentufl.edu/documents/UF-Core-Values.pdf>) into the work of the GEC (added February 2021).

University Curriculum Committee

- Attain more diverse representation on the Committee¹
 - Progress: TBA
- *Evaluate practices of the UCC for hidden bias, lack of hospitality, etc. and make changes*
 - Progress: TBA
- *Support proposed certificate programs involving race-related topics*
 - Progress: TBA
- *Seek ways to embed the UF Core Values*
(<https://president.ufl.edu/media/presidentufl.edu/documents/UF-Core-Values.pdf>) into the work of the UCC (added February 2021).

Academic Policies

- *Perform an academic policy audit and assess hidden negative impacts on under-represented students*
 - Progress:
 - Work continues in the Office of Undergraduate Affairs in evaluating all academic policies for negative impacts on specific student populations. An example of a policy/practice change made in an effort to affect a student-centered approach to student success is no longer hosting final exams for Chemistry, Mathematics, and Physics on the same day of finals week, a traditional practice UF followed for years.
- *Perform a course grade audit to evaluate historical trends in performance based on race, ethnicity, gender, etc. Create a dashboard to monitor impacts.*
 - Progress:
 - As part of the UF Student Success efforts (studentsuccess.ufl.edu), a Student Data working group assembled guidelines for ethical use of student data to guide all Student Success initiatives moving forward.
 - In tandem with our UF Student Success efforts (studentsuccess.ufl.edu) and the expertise of UFIT, unveiling a new predictive analytics platform is imminent. This platform provides an accurate ability to identify students who need early intervention approaches in order to prevent entering circumstances that threaten their ability to progress through their coursework in a timely manner. The results of this predictive platform are feeding directly into our UF Student Success initiatives that began in earnest in April 2020 after teaching and learning shifted to remote delivery and presence. These newly enhanced initiatives join long-standing excellence in academic advising to include peer tutoring, peer mentoring, and coaching.

- Current efforts also involve evaluating performance differences among students by gender, race, ethnicity, etc. in the 38 courses that students repeat most frequently because of earning a D, E, or W. Expected outcomes of this work include collaborating with specific programs that teach courses that are found to exhibit a disparity in student outcomes in order to eliminate such disparity.
 - *Create a syllabus statement related to Diversity and Inclusion*
 - Progress: In progress. First, Associate Provost Lindner and Associate Provost Hass are engaging UCC and the Faculty Senate’s Academic Policy Council on the idea of creating a web site that contains all statements required for the syllabus with deeper educational content for students. This would address concerns raised by many faculty and students that the length of our syllabi has become untenable, thus rendering the syllabus as an educational document less effective.

UF Quest (<http://undergrad.aa.ufl.edu/uf-quest/>, <http://undergrad.aa.ufl.edu/uf-quest/students/quest-courses/>)

- *Welcome new proposals for Quest 1, 2, and 3 courses related to race³*
 - Progress: Through the leadership of Dr. Andy Wolpert, UF Quest Director, all request for new course proposals submitted since Summer 2020 have included a call for courses related to systemic racism, diversity and inclusion, as follows: *Course proposals are especially welcome that examine the many challenges, problems, and societal concerns that we are currently facing: systemic racism, diversity and inclusion, social justice and equality, the global health crisis, climate change, economic disparities, the digital revolution and the impact of artificial intelligence on our lives, the unintended consequences of technical progress, etc.*

In response to this call for courses and the collaborative support by the UCC and GEC, faculty have submitted requests to pilot new courses in this area, and all of these first courses, as shown in the table below, were approved by the GEC for temporary approval. Dr. Wolpert and the UF Quest leadership team are continuing to incentivize more faculty to develop and offer more Quest 1 and 2 courses with content related to race, racism, and diversity (<http://undergrad.aa.ufl.edu/uf-quest/faculty/quest-1/q1-call-for-courses/>, <http://undergrad.aa.ufl.edu/uf-quest/faculty/quest-2/q2-call-for-courses/>).

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| IDS2935: The Politics of Race at UF (Q1) | H, D, 4000 words | Sharon Austin |
| IDS 2935: Passing and Politics of Identity (Q1) | H, I, 2000 words | Roy Holler |
| IDS 2935: Why Sports Matter (Q1) | H, D, 2000 words | David Canton |
| IDS 2935: Becoming Black (Q1) | H, D | Alioune Sow |
| IDS 2935, Linguistic Prejudice (Q2)* | S, D | Caroline Wiltshire |

IDS 2935, Wealth and Poverty in Today's World (Q2)* S, N

Renata Serra

*Not yet approved by the GEC for temporary pilots.

- *Encourage developing linked Quest 1-4 courses that share themes of race and anti-racism*
 - Progress: As new courses are developed in Quest 1 and 2 and as community service projects grow (see below), students will have access to intentionally themed UF Quest experiences that provide opportunities to recognize racism, practice anti-racism, connect their classroom to the surrounding world, and become more responsible citizens.
- *Include in the Quest experiential modules aimed at educating students about racism and practice of anti-racism⁴*
 - Progress: Initial focus in this regard has been on developing Quest 3 community engagement experiences in Gainesville. Through the efforts of the office of our Chief Operating Officer and the UF Quest program, UF will soon launch a tutoring program that will provide trained tutors and mentors for students in Reichert House (<https://www.facebook.com/reicherthouse/>). UF students participating in the pilot are members of the National Society of Black Engineers-UF. This program is envisioned to serve as a model for future UF partnerships with the City of Gainesville to provide UF students opportunities to engage in and learn about diversity issues while also earning UF credit for their experiences.

UF Student Success

- *Continue to shape and garner support for peer tutoring, peer mentoring, and coaching programs with sensitivity to serving all students with care*
 - Progress: As mentioned above, the UF Student Success efforts, begun officially in November 2019 during the UF Student Success Summit, were redirected to support students during this time of remote teaching and learning. Because the efforts are rooted in the desire to interweave Inclusion, Diversity, Equity, and Access into all that we do in our student-centering support, all of the 60+ participants from throughout campus are aware of the importance of paying keen attention to data and to first ask the fundamental questions of “What are the questions we should be asking? Who should be in this conversation? What are the tools we need to do this work?” as we pledge to translate the remarkable efforts since March 2020 to post-pandemic holistic support of all UF undergraduate students.
 - Thus far, this group has affected an expansion of the UF Student Success Coaching program to include all levels of student, including the original focus of the UF Gator Graduated program, graduating students.
 - UF has piloted two rounds of trainings for peer mentors through collaboration with the International Mentoring Association. The vision is to expand peer mentoring to all UF undergraduate students through existing student organizations and through UF Quest.
 - UF Student Success also rapidly launched an emergency free peer tutoring program through partnership with Knack (joinknack.com). Through a generous donation from the Provost, over 12,000 students identified as having financial need are receiving free tutoring in any course in which they express need, while the remainder of the approximately 26,000 students are receiving free tutoring in the 38 courses that students repeat most often because of earning a D, E, or W. Funds to support this program remain through the Spring 2021 semester, and current efforts are to partner

with the UF Foundation to seek donors to continue covering the cost of tutoring for students in the low-income group.

- *Continue to press toward the vision of a central UF Student Success Center providing holistic support for students and including transitional academic advising core staff with embedded staff from Student Affairs, Financial Affairs, SHCC, CWC, CCC, Registrar, etc.*
 - Progress: The UF Student Success team continues to meet on a biweekly basis. We welcome all interested in joining this effort.

K-12 Outreach: A Continuum of Relationship (added February 2021)

- *Create a connected continuum of relationships between UF and under-represented students spanning from K-12 through graduate school*
 - OUA directors, Dr. Michael Bowie (Director of Community Engagement and Diversity Outreach), Dr. Angeleah Browdy (Office of Academic Support), and Dr. Samesha Barnes (Director of the McNair Scholars Program) have created a vision for co-locating their programs to form “The UF Thrive Center.” This Center will coordinate activities that recruit and engage K-12 students, support retention of UF undergraduate students, and prepare and nurture students into the graduate school experience, thus creating a “pipeline” for academic access and opportunity for underrepresented students. Immediate goals of this effort include the following:
 - Physically co-locate the three respective offices in Building 105, the current location of the Office of Academic Support, to form the Thrive Center.
 - Prepare a proposal to the Department of Education when the RFP is released next year to create an Upward Bound program at UF, thus providing UF the distinction of hosting all three DOE TRIO programs (Upward Bound, SSS, and McNair Scholars, <https://www2.ed.gov/about/offices/list/ope/trio/index.html>).
- *Support the COO’s work in launching the tutoring program with Reichert House and work towards expanding this model to Alachua County Public Schools and Gainesville after-school programs*
 - As described above, the Reichert House project will begin in Spring 2021. This initial effort will feed into expanded community engagement with strategic Gainesville partners and, at the same time, allow UF students to meet the UF Quest 3 requirement.

Footnotes

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²Note that both GEC and UCC membership is based on one-half representation by Faculty Senate appointees and one-half representation by Provost appointees. The Chair of GEC/Associate Provost for UA has certain constraints on ability to increase diversity of membership as a result. When open Provost-appointee seats become available every 3 years, the GEC Chair/Associate Provost is able to intentionally recruit new members. The Faculty Senate has an opportunity to intentionally recruit a more diverse membership as well, thus making available a higher level of diversity among nominees for Councils and Committees.

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