Advisors' Council
Meeting Agenda

Wednesday, August 14, 2019
8:45am-10:00am
UC - Signal Mountain Room
(changing to Chickamauga Room in September)

Members in Attendance: Amber Noblit, Amanda Chambers, Robin Sturnes, Sue Culpepper, Marjorie Whiteside, Heather Mitchell, Scott Dayton, Rob Liddell, Jessica Pierce, Mary Beth Ondrusek, Jason Harville, Jena Doolittle, Kayla McAuliffe, Theresa Blackman , Zack Ridder, Sherrell Jordan, Brittney Officer, Joel Wells, Emily Martin, Melanie Dixon Chubb, Nichole D Orr, Brad Bond, Deardra McGee, Samantha Freeman, Joseph McCauley, Laura Lee, Angelique Cook, Carmella Castro, Sarah Alsobrooks, Julie David , Nikki Ownby, Erica Holmes Trujillo, Elizabeth Johnson, Stacie Grisham

1) Welcome

   a) Meeting called to order at 8:45am

2) Vote on Minutes Mary Beth Onderusek voted to approve minutes, Jason Harville Seconded

   a) Motion to approve the minutes approved

3) Announcements

   a) Advanced Certificate Recipients – Jason Harville (see attached list)

      i) Still working on the advanced certificate format in regards to how the training is presented. It may change in format but the requirement of an advising philosophy to complete the training will stand

   b) Coffee

      i) Instead of funding coffee monthly leadership has proposed to save the money and bank it for an event in the fall term

      ii) If you have strong objections to the removal of coffee or ideas on what to as an event with the funding saved from monthly coffee expenditure reach out to Nikki-Ownby@utc.edu

   c) August Newsletter Submissions to Theresa Blackman

      i)   Still needing submissions please send any submissions you have for the newsletter to Theresa-Blackman@utc.edu

      ii) If you have a new person in your office or you yourself are new please send your picture and a short bio to Theresa-blackman@utc.edu

d) Location Change: Chickamauga Room starting September 8th

e) New to Council

      i)   Joel Wells – New Registrar

      ii) Zach Ridder – New Freshman Advisor to the Center for Academic Support and Advisement, Zach comes from the Records Office

      iii) Matthew Donlevy – New Freshman Advisor to the Center for Academic Support and Advisement

      iv) Role Changes

          (1) Deardra McGee – recently changed roles and is the new Coordinator of Recruiting & Diversity Initiatives with the Decosimo Student Success Center

          (2) Theresa Blackman – recently changed roles and is the new Pre-Health Professions Advisor with the Center for Academic Support and Advisement

4) Initiatives

a) Brown-bag Lunch Program – Jason Harville

      i)   Is viewed as training or professional development. The training committee will be kicking off a few this semester to test the waters. This is a chance to further the initiatives of professional development and training via Council. A few topics that have already been suggested are:

          (1) How to develop a advising philosophy

          (2) Pre-health advising

          (3) If you are interested in leading a brown bag lunch or you have a topic for a brown bag lunch please reach out to Jason-Harville@utc.edu

b) Pop-up Advising Promotion – Theresa Blackman

i) In an effort to rebrand promotions and promote advising as a whole rather than just the survey the promotions committee is proposing a new initiative. Advising pop ups will be held at different advising centers throughout campus and house not only advisors from that office but advisors and council members across campus. It is a change to meet students where they are and allow them to ask basic questions, as well as see advising as an accessible and helpful service. Two tables will be set up, one for the hosting office and the second for council. This will allow advisors across campus to participate and help answer questions. The Promotions Committee will take care of all logistics and marketing for the pop ups, as well as coordinating Advisors' Council volunteers to man the council table. all the advising centers must commit to are:

    (1) Date the pop up will be held

    (2) Space in which the pop up can be held

    (3) Personal from their office to man their table at the pop up

    (4) Promotional materials (tablecloths, signs, etc.) and any items they wish to give to students (handouts, candy, etc.)

ii) The initial roll out of pop-ups will be centralized to the established advising centers on campus, if the events catch on and prove to be successful we plan to roll out to individual departments and other areas of campus in the future

iii) If you are interested in joining the promotions committee email Theresa-blackman@utc.edu if you are interested in participating in the pop ups as a volunteer please reach out to Theresa as well. If you wish to sign up your department/center for a pop up please contact Nikki-Ownby@utc.edu and Theresa-blackman@utc.edu

5) Impromptu Discussion

a) With unofficial transcripts is there a way to edit the language formatting on the cumulative and institutional to have it make more sense for returning students?

    i) Joel will look into Banner to see what edits could be made and if not generate language to help us better understand

b) Art phone number?

    i) Erica Holmes-Trujillo will reach out

c) 15/4 and Counting Courses are they different?

    i) 15/4 – is the standard fee rate for new incoming students

        (1) For questions on how students would be effected if they drop below full time please refer to MocsOne

    ii) Counting courses- a bigger topic of discussion with students and a lot of information can be found on the website as you chat with students

d) HHP/CHEPS has been getting lists from Provost of students on waitlists with the expectation that they be accommodated. What is the point of the waitlist if the expectation is for the department to move students into closed courses when the waitlist is not full? Has anyone gotten these emails? What is the expectation from your head? What did you do?

    i) Stacie – class capacity is not a new issue and waitlist help us predict demand. Some departments have 300+% on their waitlists where multiple courses could be created. It is sometimes a thing to explore if 2 students have been on a waitlist since pre-priority registration to see if they can be accommodated.

        (1) More is being done to promote information to help alleviate bottleneck waitlist courses

        (2) Nikki – I give information back to the department of what wiggle room can be made on each course

        (3) Jessica- the approach makes her feel cornered and forced into the bad guy role of saying no when their courses are advertised at max capacity. At what point do you say I need to create a new section when there are only 2 students waiting

e) Does anyone have an appropriate response to a student who wants to be overridden into a closed online course

    i) Workload for instruction

    ii) Quality experience for the student

    iii) No less time or effort in online courses

f) Is there a way in Navigate to have students who are considered inactive because they are not registered?

i) No, that is not something we have the ability to control. We have pushed the initiative to be able to do this with EAB platform

g) How can students enter their cell number into Navigate?

i) It pulls from Admissions for the initial number, but they are asked to update their number each appointment they sign up

ii) They can opt out, but there is not an option to opt back in once they opt out

6) Email Nikki-Ownby@utc.edu and AIQ wish lists, things you would like to see, or issues you ran into that could make the process better. The Ad Hoc Committee would love to hear your thoughts

7) Dr. Lauren Ingraham – General Education (https://docs.google.com/presentation/d/1dHb7tALmpKIwsaECYPgTs7xIMltxKb9KVSz G6QZ9JZs/edit?usp=sharing)

a) There is an interest statewide in updating general education offerings

i) The 4 year schools in the state are moving to update general education to be more relevant to the 21st century

(1) UTC Gen Edu despite a few tweaks is still very similar to the Gen Edu that was offered in 1982

(2) Gen Edu Data Dashboard is coming soon that will give us a lot of data in bottleneck courses, trends on what is taken when, graduation tracking, resource for identifying problems or needs in offerings and graduation roadblocks

b) What Advisors are saying:

i) How can we make course titles more student friendly? And how to do this in a way that still captures the concept and spirit of the course but makes sense

ii) What are the implications for UTC if unnecessary barriers are made in graduation for students concerning general education

iii) Questions/Comments

(1) Jessica Pierce: why do we accept 3 courses from VPAR from Chatt State to fit all Humanities requirements but we would not allow students to take

more than 1 VPAR here? How do we address it currently? How do we advocate what is in the best interest of the student?

    (a) Theresa follow up: how do we have the credibility as advisors to sell the gen edu when we are giving credit for so dissimilar courses

        (i) The gen edu gives more weight to courses that were gen edu requirements at their previous school than courses that are not.

(2) Jessica Pierce: Why do we allow departments to specify specific general education courses when the intention is to allow exploration?

    (a) A few years ago the Gen Edu committee had a clear proposal that if you course is a certified Gen Edu course it could not be a required course for your major. However to get students through in 4 years there had to be a bit of double dipping.

    (b) Would this be detrimental to certain majors to remove required general education?

        (i) What about CRMJ to CPSC major who is not math ready allowing MATH 1010 to count as math general education would be counterproductive

        (ii) For BIO removed required science gen edu would add 8 more hours of science to their program and push them over the 120 hours

(3) Jena Doolittle: the Fine Arts and Humanities requirement does start out as confusing and the cross listed courses is also confusing. It's beneficial to give those options but the concept is overwhelming at first.

    (a) Aligning general education and interest with undecided students is very challenging and it does not provide an accurate snap shot of what the major or program is like

    (b) It's also challenging to use general education as a trial with wavering students when the options to explore the major are massive, and under-representative of the program due to it being a general education course

(4) Certification is being opened up so departments will be submitting recertification's for gen edu and the committee will be looking at those duel certified courses and courses in general to be more limited

    c) Next Steps

        i) Town halls and focus groups this fall to gather information on how gen edu is experience

        ii) In the spring a committee will be comprised largely of faculty and some staff and students that will help propose a set of design principles for refreshed gen edu.

            (1) What are the perimeters to what this will look like and what will it NOT look like

            (2) Process principles

                (a) When will check ins happen?

    d) Banish "Get Gen Edu out of the way" from your conversations with students

8) Questions/Concerns/Updates

9) Close

We will meet again on Wednesday, September 18, 2019 in the Chickamauga Room.