

# **Advisors' Council**

## **Meeting Agenda**

Wednesday, January 15, 2020

8:45am-10:00am

UC - Chickamauga Room

**Members in Attendance:** Alsobrooks, Sarah, Anderson, April, Bulmer, Bryan, Chambers, Amanda, Culpepper, Sue, Donlevy, Matthew, Doolittle, Jena, Freeman, Samantha, Grisham, Stacie, Hargrave, Katie, Harville, Jason, Holmes Trujillo, Erica, Johnson, Elizabeth, Jordan, Sherrell, Laseter, Melissa, Martin, Emily, Mcauliffe, Kayla, McGee, Deardra, Mitchell, Heather, Noblit, Amber, Orr, Nichole, Ownby, Nikki, Paris, Sevan, Patterson, Sumer, Pierce, Jessica, Samuels, Cymone, Sims, Stormy, Tarr, Lisa, Ward, Donisia, Wells, Joel, Whiteside, Marjorie, Zinner, Max

- 1) Welcome – Meeting called to order at 8:48
  - a) New way of doing sign in – electronic, s
- 2) Vote on Minutes
  - a) Motion – Jason Harville
  - b) Second – Bryan Bulmer
- 3) Announcements
  - a) Email from Theresa that Pre-Health website has been launched. She will do a demo at next advisor's council
  - b) Nominations for Advisor Recognition & Awards – Jason Harville – two awards, submit new nominations through graduation for Spring 2020
    - i) New Advisor – Samantha Freeman
    - ii) Faculty Advisor – Kim Wingate
  - c) Pop-up Advising Events - areas interested reach out to Theresa for dates, times, locations
- 4) New to Council
  - a) Leslie Sheppard – Rollins College of Business – started last month
- 5) Upcoming Events

- a) Major's Fair on February 13, 2020 – handouts on tables for students, as well as flyers to promote the event. Promote to students to learn more about minors, double majors, or ask questions about majors. Jena will send out digital version with minutes.
  - b) Any proposals for changes to bi-laws due in February, nominations for leadership will also be in February
  - c) Center for Career & Leadership – flyers regarding Suit up, new branding, as well as all events for the semester
- 6) Dr. Joe Wilferth - BA Language requirement and General Education (9:00-9:30am)
- a) Proposal to change the Language requirements for Bachelor of Arts (BA) – almost exclusively conferred through Arts and sciences.
    - i) Language requirement up to this point has required four semester of one language
    - ii) Requirement has be revised to include two different paths – (A) four semester of the same language or (B) two semesters of language, and 6 hours through Study Abroad
    - iii) Students will register for MLNG 2000 (Experiencing Global Culture) – 3 credit hours, other 3 hours can come from any other course they take while studying abroad. This applies to English speaking countries.
    - iv) Language requirement is seeking both linguistic competency and cultural competency. Study abroad helps them recognize that our own culture isn't inevitable and what is normal to them isn't normal everywhere in the world.
    - v) Study abroad experience has to be 25 days or more
    - vi) Question – if students transfer in a study abroad semester from another university, can they take MLNG 2000 for credit? A. Will have to ask about that
    - vii) Question – Will this apply to a minor in a Foreign Language? A. That would have to be a curriculum proposal
    - viii) Email other questions to [joe-wilforth@utc.edu](mailto:joe-wilforth@utc.edu)
  - b) General Education
    - i) We have a hard time articulating for student why they have to take general education/what it's "good for"
    - ii) General Education is the common experience our students have on campus.

- iii) Cultivates transferrable skills - inquiry analysis, critical thinking, communications skills, information literacy, teamwork, knowledge of other cultural, statistical analysis. Also cultivates absence of social responsibility and civic engagement.
- iv) Those goals align directly with the Essential Learning Outcomes from AAC&U & what employers say they want in a college graduate.
- v) When our students leave campus, if they don't have these "essential skills" employers aren't going to take time to teach them to write effectively, work with a team, think critically or creatively etc., although they can take time to teach them the work they want to do. Students are unemployable without these essential skills
- vi) These are also the things our students say they want (writing well, communicating with other cultures, etc.). They don't make the connection between general education and these skills.
- vii) General education doesn't prepare students for any particular career, but it prepares them for life as an educated adult and makes them interesting and interested people.
- viii) Questions (Jessica) – (1) Find it frustrating that transfer articulation policy allows students more flexibility within general education categories. (2) Find it frustrating that some departments require specific courses within general education – not fair to students to tell them they have one course (no longer "general")
  - (1) Answer – General education is about essential learning outcomes, not a specific course. What we need to be focused on is not courses but competencies – what students are able to do with information and the kind of thinking they've learned
  - (2) Lisa – General education are being used in some department so that students don't need 150 hours to graduate. Frustration with articulation agreements is when students get petitions denied for courses that should be similar enough or cover these learning outcomes
  - (3) Answer – We all have anecdotes/horror stories – hopefully those are exceptions and not the rules. If we have a course with similar outcomes, we should be willing to take them.
  - (4) Katie Hargrave – how does this play into counting courses? General education "bring life" to their major course – but often they can't take courses if they've already fulfilled a category through transfer coursework
  - (5) Answer – One of the outcomes is the exploration of human knowledge, creativity, etc. Hopefully counting course isn't working against it.

(6) Matthew – The people in this room do most of the labor of reframing general education. What is “our” role in pushing this, and how is the university working?

(7) Answer – Executive leadership team/senior leadership views advisors as front line advocates and allies in this work.

7) “Registrar’s Minute” – Joel Wells (9:45-9:50am)

- a) New process whereby Banner will engage with students who attempt to register for a course they’ve already completed and earned credit for – if they’ve completed it with a grade of A, B, C, or S, Banner will stop them from registering for the course. Students who complete a course with a D can sign up for the course again.
- b) If someone hits that error, there will be a new registration override departments can deploy to allow students to retake the course if there’s a valid reason.
- c) What do we want the error to say? Banner allows for custom messages.
- d) A course that is set in Banner to be repeatable will not be flagged.
- e) Also, let Joel know if students regularly hit an error that they don’t understand that we can re-write to be clearer
  - i) Stormy – pre-req, co-req error
- f) Heather – will equivalent course be taken into account (ENGL 1010 or 1011)?
  - i) Joel – it depends on how the course are set up in Banner. If they course are equated, yes
- g) Katie – Will it work for students who have completed the course through transfer equivalency?
  - i) Equated, yes
- h) Jessica – remind department heads that they can change equations by contacting the Records Office
  - i) Joel – please don’t petition a systemic issue. If it’s broken let’s get it fixed – a petition hides that.

8) Questions/Concerns/Updates – none

9) Meeting adjourned at 9:41

10) Future Business:

- a) Submit by-law proposals by February 3, 2020 (vote in March)

b) By-law vote in March

c) By-laws online at: <https://www.utc.edu/advisement/advisor-information/advisors-council/bylaws.php>

11) Close

**We will meet again on Wednesday, February 19, 2020 in the Chickamauga Room.**