

## **Academic Advising Coordinating Council Friday, February 20, 2009**

Attending: Debbie Bell (substituting for Ann Crowther), Misha Boyd, Andy Davis, Laura Dowd, Anna Durden, Jason Emond, Matthew Head, Marian Higgins, Tino Johnson, Milly Legra, Jamie Lewis, Ellen Martin, Heather McEachern, Diane Miller, Connie Rash, Julie Segrest, Sharon Shannon, Craig Shane, Jeff Skinner, Paul Welch.

Guests: Amber Fetner (Franklin College), Dr. Derrick Alridge (Institute for African American Studies)

Introduction of Marian Higgins, replacing Holly Getchell as Career Center representative to the AACC.

Amber Fetner reported on the first year of the Academic Advising Certificate Program. Amber reported that it was a good year for the Certificate, with interest from faculty, staff, and non-advising staff. The great response and long waiting lists for core classes resulted in adding extra classes. Tracey O'Malley in Training & Development has been the contact person and believes this is a model for how certificate programs should be run.

There will be at least eight graduates and possibly more recognized at the AACC workshop this spring. Liz Sproston has already printed the certificates, but there is no plan in place yet for how or when the recipients will be awarded those certificates at the Advising Workshop. Amber asked the Professional Development subcommittee to come up with a plan for awarding the certificates at the Workshop.

In planning for next year, the Professional Development subcommittee will take over administering the certificate; they'll meet with Liz Sproston and Amber in May to discuss the transition. One point person will need to be chosen from the subcommittee to communicate with Tracey O'Malley. Currently the certificate program is looking for instructors for the two core courses for next year, and Amber asked that the AACC think about who would be good instructors for "Anatomy of a UGA Degree" and "Excellence in Academic Advising."

Spring quarter courses for T&D will be posted April 3. Information about the certificate program is available on the Human Resources website at <http://www.hr.uga.edu/careerdev/aacertbrochure.pdf>.

Dr. Derrick Alridge discussed opportunities available through the Institute for African American Studies (IAAS). IAAS is reaching out to the campus and community to increase awareness of and interest in its programs. They hope to reach out beyond Franklin College to other colleges, including the professional schools (for example, to students pursuing journalism careers in Grady and to pre-service teachers in the College of Ed). They are even looking at ways to reach out to the hard sciences. The IAAS has a new student organization, which plans to sponsor a Reading Club at the end of March. Last fall the IAAS faculty introduced a Freshman Seminar that introduces students to the field of African American studies and the programs offered by the Institute. The AFAM introductory course, AFAM 2000, is filling easily and the Institute hopes to increase the number of students enrolling in subsequent courses.

In addition to the major and certificate program currently available, the IAAS is instituting a minor, which they hope to have in place by 2009-2010. A committee investigating the possibility of a minor found by surveying students that they were much more interested in pursuing a minor than a certificate; many students believed it would mean more on their transcript and to their parents. The minor will have the same number of hours as the certificate but some requirements will differ. The IAAS will retain the

certificate program for students who want to return after graduation, but hope to attract more current degree-seeking students with the minor. Currently there are 10 African American Studies majors, seven of whom are double majoring in another area.

Derrick discussed the applicability of African American studies to various fields within and outside the arts and sciences. He emphasized that the field focuses not only on African American experience in the U.S., but on American experience more broadly and on African American experience in a global context. For this reason it is a useful and relevant program of study for all students, not only for African American or other students of color.

Elimination of intended majors. There is no firm date for the elimination of intended majors, but the process is expected to be complete by Fall 2009. Representatives from several colleges (particularly Franklin, the College of Education, SPIA, Family & Consumer Sciences, and Public Health) expressed concern about difficulties that will result from being unable to distinguish intended from accepted majors. Members voiced concerns about tracking students who are interested in applying for high-demand majors, and suggested that new “pre-major” codes be created for these areas (in subsequent communication from Fiona Liken, who was not present at the meeting, we learned that this is what will happen for areas that need distinct pre-major and accepted major codes). The option of creating a viable “Unspecified” category for each college was also raised, but particularly in the larger colleges this would lead to confusion when students came in to be advised for specific majors, and it would render the DARS useless. Milly Legra also voiced concerns about whether the elimination of intended majors would result in Admissions being unable to change students’ majors during summer Orientation.

Because the people most able to respond to these concerns were not present at the meeting, Diane Miller volunteered to contact Fiona after the meeting and send follow-up information to the group. This was done later on Feb. 20<sup>th</sup> and Fiona subsequently contacted several of the colleges individually to discuss their needs for creating pre-major categories.

ACS Chemistry Exam requirement for incoming transfer students. Jamie Lewis led a discussion of the new requirement that all students who transfer in one or more chemistry course(s) and wish to continue taking chemistry MUST take the American Chemical Society exam before they will be permitted to register for a chemistry course. This is true for UGA students who take chemistry as transient students at other universities as well as for new transfer students entering UGA. Students coming from another Georgia system school will receive credit for their transfer course under the equivalent UGA course number, but they must take the ACS exam before OASIS will allow them to register for the subsequent course. The ACS exam will be administered by the Testing Center and students will be encouraged to take it as early as possible so as not to delay their registration.

The ACS score will be advisory only; a student cannot be prevented from taking the next course as a result of their ACS score. Based on their score they will be advised to take the chemistry class in which they are most likely to succeed; however, it is ultimately the student’s choice whether or not to follow that guidance.

Chemistry courses transferred in from non-system schools will automatically transfer in as CHEM electives. These courses will have to be evaluated by the Chemistry Dept. for equivalency if the student wants the course to appear on their transcript with a UGA course number. Students transferring in non-equivalent courses will be placed into a chemistry class based on their ACS score.

Students who take chemistry classes at UGA take the ACS exam as part of their regular courses, thus there is no need to require them to take the exam again. The ACS exam requirement was implemented

after the Chemistry Dept. reported that 70% of students who took chemistry elsewhere received a W, D, or F in the subsequent chemistry course at UGA. This high rate of failure or withdrawal, and its intersection with the new UGA policy limiting withdrawals, led to the decision to evaluate each student's level of knowledge prior to enrollment in a UGA chemistry course. The Chemistry Department wants students to know that the chances of doing well in the subsequent class are poor if they do poorly on the exam, even though the student can choose to take this risk.

### Announcements

1. Report from the Assessment and Policies Subcommittee: At the February 5th meeting of the University Council, the Educational Affairs Committee offered as an Information Item the change to the Bulletin statement on academic advising that was approved by the AACC last fall. This did not require a vote of the Council and the new wording will appear in the next Bulletin update.
2. The Professional Development Subcommittee needs to schedule a meeting in March to begin plans for the Fall Advisor Workshop. That group includes Michelle, Laura, Heather, Sharon, and new member Marian Higgins, who agreed to take over Holly Getchell's slot on that subcommittee.
3. As of the end of January only 65 people had registered for the Spring Workshop. Registration for this event is important (although walk-ins are welcome) because the presenter will bring handouts and needs to know how many to bring.
4. Outstanding Advisor winners this year are Dr. Wendy Dustman (faculty - Microbiology) and Rebecca Baggett (non-faculty – Franklin College). Certificates of Recognition for Excellence in Academic Advising were awarded to Misha Boyd (Ecology), Paul Welch (SPIA), and Dr. Ed Azoff (Math).
5. Advising pre-proposals submitted for the Student Learning Initiative will be considered as a group by the Student Learning Enhancement Team. The meeting to discuss the pre-proposals will be open to anyone on a date TBA (Ann has been told to hold March 2<sup>nd</sup>, but this has not been confirmed). Ann will inform the AACC when the date for the discussion has been set.
6. Julie Segrest announced changes in the RGTR classes. Students will have to sign up for these classes if required—they will no longer be allowed to have time conflicts with other classes because they are expected to attend the RGTR classes, at least initially. However, some students will be given alternate assignments so they do not have to attend at the scheduled class time.
7. Milly reported on a discussion with her management team about replacing the advisor PowerPoint at Orientation with a video, as Craig Shane previously suggested. For budgetary reasons her team said producing a \$5000 video was not an option this year. They also had questions about implementing it in the future. Milly asked about the format of the video—whether it would be just “talking heads”—and how/when students would view the video. Her team thought it was best for students to hear directly from an advisor and believed it would be difficult to insure that students actually viewed the video if they were required to watch it at home.

Craig said concerns about retaining the current format included consistency and professionalism; the presentations varied widely, some advisors seemed uncomfortable with the PowerPoint presentation, and the time for the presentation was often cut short when the faculty member speaking at the previous session ran over. For this summer, the subcommittee that worked on the original PowerPoint will reconvene to develop some new ideas, and a smaller group of presenters will be trained with an eye toward greater consistency among the presentations.

After some discussion, the group agreed that if funding can be obtained in the future, showing the video at Orientation with an advisor present to introduce it and answer questions would be ideal. Craig suggested submitting a grant proposal next year to the Parents' and Family Council to request funding for the video, with the goal of having it available for Orientation 2010.

The next meeting of the AACC will be the **Spring Advisor Workshop, Friday, March 20, 2009 in Master's Hall (Georgia Center)**. Breakfast will be served from 8:30-9, and the Workshop begins at 9 a.m. Dr. Jennifer Bloom will be the keynote speaker.

Diane Miller – 2/24/09