

## **Academic Advisory Council Meeting**

**November 17, 2025**

**Ashley Hall, Seminar Room 1212**

**11:00 AM – 12:30 PM**

**Attendees:** Beibei Brantly, Wendy Butler, Linda dela Garza, Alicia Roberson, Mary Beth Rousseou, Rozelle Slaymon, Phillip Storey, and Cypcyone Thomas.

**Absent:** Michelle Ritter, Joseph Jones, and Lori Sable.

**Item # 1 Minutes.** The minutes of October's Advisory Council Meeting will go out via email for approval.

### **Item # 2 Barriers/Challenges:**

- We received feedback from the College of Business Administration faculty and the process to which in-person students must request to take an online class is too long and harder than it should be. Three individuals handle the process; the director, advisor, and department head. Students continue to contact advisors for an update, and they do not know where the form is in the process. COBA faculty suggests streamlining the process and making some exceptions/being more flexible for seniors who in LCOBA are engaged in campus leadership or have a foot out of the door with internships. Making these exceptions for a specific classification is not an easy feat. Patrick, a registrar representative, will have to touch each record to change the course level code for the designated online course. Also, there are certain courses that do not need exceptions; International Business 3000, Human Resource classes, and minor courses.
- The Request to take an Online Class process will change. The form will be removed from the website. It will be placed in Slate, so that all advisors can track the progression of the form. Students will no longer complete the form. They must meet with their academic advisor for approval to take an online class.
- Online College Career Advancement (OCCA) students were combined with the traditional students in Blazeview where OCCA and faculty had access; one class, for example, where OCCA had 10 seats to fill, and the faculty had 10 seats. They both managed their own students. The barrier is OCCA has total control, and the faculty cannot do what they need to be efficient and serving the students. The shift may be by design.
- By the time juniors and seniors get to the faculty, they should have an idea of what the student wants to do to continue providing proper advising. It is suggested that

the UA advisors ask students about their goals early on, so they can encourage them to meet with their faculty mentor to explore their career options, courses, internships, and leadership experiences. Include that discussion about career plans in the notes, so faculty is aware. Advisors ask students early about their career plans; however, first-year and sophomore students are still unsure about their career path.

- The College of the Arts students are all coming in at once and are adding and dropping classes, so plans are changing based on their withdrawals. Need to differentiate between seasons; peak and lows, walk-ins, and registrations, etc. Juniors are on task, and seniors are online. Math and physics have one section, and there are time conflicts.
- Class restrictions cause barriers. Some students cannot register for the classes because they are not classified as seniors until after their final grades are posted for the current semester though they can register for the classes at the end of the current semester. The restriction hold will not allow it; Remove the restriction on 4900
- Faculty need some guidance on how to prepare for when their students show up for an appointment. Dr. Roberson mentioned the committee can create a checklist of actions to help. She will send out general advisor expectations form to the committee/faculty to gain feedback on advisor actions and on how to make students aware of advising. There are text and email campaigns sent out to students via Slate to students who have not been advised, those advised but not registered, etc.
- Slate does not populate accurate advisee lists. The Student Success Portal is another tool to use to get an accurate number of faculty advisees.
- Faculty cannot make calendar changes in Slate. If they wanted to add, remove, or change hours, they cannot do it. They would like to have control over the schedule so they can serve students better. Reiterate marking meeting times as busy as well as how to handle drop ins.
- Communicate how to make an appointment on Slate. Can administrative folks get trained?

### **Item # 3 What Went Well**

- Faculty having conversations with the students about why you need classes beyond checking off boxes and electives are to help you later.
- Faculty are having more purposeful conversations around internships and other things outside of advising.

- Faculty sees the advantage of “Being” in the discipline to advise. It has gone well.
- Fewer faculty advisors are beneficial. Quality control seems better; better notes and spot checking are easier for colleges.

#### **Item # 4 Ideas/Actions/Upcoming**

- Dr. Roberson will send the advisor's expectations form, shared by Haley Sherman with the advisory committee/faculty, for review.
- Advising continues in the summer. We reviewed advising and what it looks like during the summer for those students assigned to faculty on teaching contracts for 10-months: The perception and quality of advising differ during that time; we need clear guidelines of the obligations necessary to serve students. What is the plan and how do we communicate that to students and faculty? Every department needs a plan to show who will assist students when the 10-month faculty are not available.
- Can emails to students include the advisor's name or a link to the appointment scheduler? There are automated emails that are sent via email and text; fewer words are better, so students will read and respond.
- What have the financial aid representatives communicated to students about CPOS? The information given has been submitted to faculty and staff first so that they understand and know the details before the students. Faculty and staff will know how to answer questions that should arise. Once financial aid reps send the CPOS information to students, please include the faculty/staff advisors. That communication will go out in late January or February.
- Summit is forthcoming that will focus on updates and expectations and advertise training and tools/tasks.
- Send out training videos as timely reminders.