

ACN Meeting: March 15, 2016

Members present: K. Barnes, S. Bednar, L. Blaska, M. Camacho, S. Cashin, N. Claas, E. Cobb, G. Cooper-Sperber, J. Cummins, J. DeRoche, G. Durham, K. Eilers, C. Faurote, J. Hack, J. Hardy, J. Hayes, N. Heinen, B. Hinshaw, M. Horvath, I. Hoeffler, T. Jeske, T. Jones, S. Kaempfer, J. Kantrowitz, M. Knasinski, A. Kowaliczko, J. Maisells, K. Masshardt, I. McLaughlin, L. Molina, M. Moore-Geissler, B. Mueller, A. Northrup, D. Northrup, B. O'Lena, J. Page, C. Pahl, C. Parks, C. Piercy, V. Pryor, R. Reece, K. Romenesko, L. Roohr, K. Roosevelt, A. Sadowsky, J. Salzer, A. Schaffner, P. Schoessling, B. Simon, J. Spiess, L. Stark, K. Stockton, T. Taylor, Allegra Troiano, J. Walker, G. Wallander, B. Williams, A. Willis, C. Wolf, J. Zabel

Total: 60

Working Group for Undergraduate Advising Recommendations: Provost Johannes Britz

Provost Johannes Britz noted that the Working Group for Undergraduate Advising's recommendations were approved by CEMAT and the chancellor. They are now working on implementing those recommendations.

The recommendations did not include a call to centralize advising. Instead, the group recommended the campus better coordinate advising across campus.

He said was not at today's ACN meeting to discuss the recommendations – the recommendations have already been approved. He said it is time now to move forward on the recommendations. They are working now on how to best coordinate advisor training, IT, etc. and, in particular, choose an advising coordinator.

For now, the coordinator will not be recruited as a full-time position. They want someone on campus to take on the position part-time.

Britz wanted to get feedback from ACN members on the best approach to getting this person started. He was thinking that perhaps the position would be filled by an associate dean in a part-time position and assistant dean or advisor at a grass roots level who knows advising. He is, however, looking at all variables and began taking questions from the floor.

Question from floor: How did you come to the idea of having an associate dean in the position?

Britz: It would link him to the reporting. An associate or assistant dean would report to him.

Question from floor: An associate dean would most likely be a faculty member. What knowledge would an associate dean have of advising?

Britz: Was considering that the associate dean would be someone who oversees advising. They would then also have someone in advising to help with day-to-day operations. However, he is open to alternatives and was there to take constructive input.

Comment from floor: It seems that with an associate dean and advisor, the work is going to fall on the advisor and not the associate dean.

Another comment from floor: Commenter agreed. Commenter believed it's best to bring up/promote someone from advising or have an assistant dean in the position rather than an associate dean in the position.

Britz: Are there any associate deans who oversee advising?

Comment from floor: No, no associate deans, but yes, assistant deans.

Another comment from floor: Not all assistant deans have direct experience with advising. Some have a lot of advising experience, but others do not.

Comment from floor: Commenter believes that internal recruitment or nomination process would be better than an appointment.

Britz: Yes, he will ask for nominations, and then have a committee review nominations. He would then have the final say.

Question from floor: Will the person maintain responsibilities in their school/college as well?

Britz: That would be something we would need to negotiate with the school or college where the person works. For example, if the position is a 30% appointment, then the school would need to find someone else that can take over some work – to cover for that 30 percent. Ultimately we will not be creating a new position. That's the challenge we face for now.

Comment from floor (from member of Working Group): When we made the recommendation in the Working Group, our fear is that something like this would happen. We were afraid that it would be a percentage appointment, and then who would do the work that person used to do in their original position? That's why we didn't recommend a percentage appointment. We recommended a new, full-time position.

We also had some ideas on how to begin to implement the recommendations on campus. We imagined it would be a huge undertaking for this person. Maybe it's better to use the work we already have in progress. We already put forward names of people that could carry out that work.

Britz: Britz didn't think that it's necessarily a good idea to *not* put person in that place right now.

Comment from floor (same commenter continuing): We vetted our [working group] recommendations through the campus community. One of the things that came up is that we talked about having a full-time coordinator before. We wanted this to happen. We would hate to have momentum and then see it fail.

Britz: He agreed that it was not ideal to have a part-time person, but we need to start somewhere. The chancellor has approved the recommendations, and someone is needed to take leadership in implementing them. He is sensitive to the concerns of having the position be

only part-time. However, in the current situation, he believes coordinating is important. The end result will be that we will move forward.

Another comment from floor: Commenter is a member of the committee on implementing the SSC. Commenter believes that overseeing the SSC implementation is a huge task in itself. It would be difficult for a coordinator to oversee that along with doing other duties.

Britz: He understands the challenge. But still believes that a coordinator is needed at this time, and part time is what is do-able at the moment. Once the budget scenario is worked through, then they will re-examine coordinator position. They have looked at what other universities are doing, such as Georgia State, and realize that advising is critical. Britz understands that even at part-time, the position will be a lot of work.

Question from floor: Questioner reiterated that it's important to start with assistant dean or advising level when searching for someone. Is this person going to eventually get the full-time job? Or will this be a new position with external recruitment?

Britz: Most likely there will be an external recruitment process in the future. No job description right now.

Comment from floor: It would be useful to have a description. This person would need to have a unique set of skills – for example, be able to use SSC, have diplomacy skills in working with assistant deans.

Britz: Yes, looking for feedback on what should be included in position description.

Comment from floor: If it's a small percentage appointment, commenter doesn't see how one person can do all of that. If you look at whole [working group] report, it looks overwhelming.

Britz: That's why we want feedback.

Comment from floor: We want to get everyone else to buy into this. We are on board. But we know we are "silo-ed" and people get political and that can kill momentum. What is going to happen when this person comes into this position and wants to make a change, and a school and college says that's not how we operate and doesn't want to change? How do we tell colleagues across campus that we have to work together on this?

Britz: The decision [to have a coordinator] has been made. Once we have made a decision, we have to move forward. Even if we don't like the decision, we have to move forward. We need to ensure coordination and we must have buy-in. We can't afford to fight one another. We have to give it a fair opportunity. Centralization [of advising] is not one of the options. Britz's appeal is that we make a decision now to support the decision [to have a coordinator].

Comment from floor: Commenter wanted to talk again about lifting up an adviser. Wanted to note that there is a significant plateau for advancement of advisors on campus. Advisors can be promoted to senior advisor, but there is not a lot of opportunity after that for advancement. Commenter noted that we have great leaders on campus in advising positions who have the energy level it would take for this position. Commenter believes that there might be an "authority issue", but an advisor could do the job.

Britz: It does open up an opportunity for professional career development for advisors. In terms of authority, if you are a coordinator, you must make decisions and execute those decisions. That's your role – your managerial role – because you are accountable for what happens.

Question from floor: Who will be on the committee that will review nominations?

Britz: We expect to have some advisors, assistant deans, associate deans. We also need to balance gender. However, we don't want too many people. We will try to accommodate all variables.

Britz again: It was good to get feedback. Based on feedback so far, he now believes it's a better option to make the position open to anyone on campus to apply.

Comment from floor: Because the position will be a "dotted line" to assistant deans and directors of advising, commenter believes it's really important that some ASALC members must be on committee – we need buy-in from that group.

Britz: Good point. If you have ideas, send them to him. If you're interested in serving on the committee, let him know. Again, in regards to the position, schools and colleges will have no point but to collaborate with the coordinator. They can't say no – but it's how you enforce it. We want to create a group sense of cohesiveness.

Comment from floor: The Enhancing Advising Committee should be involved. The committee has done boots-on-the-ground work with what the Working Group has recommended.

Britz: Is that a separate group from ACN? He was hoping to address them as well as ACN at today's meeting.

Comment from floor: Enhancing Advising consists of advisors who are also in ACN, so yes, that committee is also at the meeting.

Pam Schoessling (ACN co-chair) noted that ACN is a network for information sharing and community building. The people who care about advising and want to be in the conversation are in ACN.

Britz noted that he would also then like to meet with the associate deans next week.

He summarized what he gleaned from feedback at the meeting.

1. The position is open to all nominations – he'll not be looking at someone with a specific title (such as associate dean)
2. He would like input from ACN members. If you want to be on the review committee, let him know.
3. The position can be a career opportunity for advisors.
4. The position is already a decision we've made and we want make it happen.
5. If you have input on the skill set this person should have, let him know. Once he gets a committee together, the committee will create a position description. They may run the

position description by ACN but don't want to take too much time. Want to get started in getting this person in place.

Question from floor: What's the timeline on this?

Britz: Would like the person to start at the beginning of summer.

Britz finished by thanking commentators for input. Also thanked advisors for the work they do on campus.

Financial Aid Part 2: The Follow-Up: Triena Bodart

Triena wanted to give a follow-up after last month's presentation because she ran out of time last month to answer questions.

She had five goals in this presentation:

1. Make you love Financial Aid a little more. ☺
2. Update on unit liaisons.
3. Info on SAP
4. Add/drop/ withdrawal/census date
5. Repeated coursework.

Liaisons:

- Financial Aid has assigned financial aid liaisons for offices on campus. Also just hired Chue Vang as a new advisor. Contact information for liaisons is on the Financial Aid powerpoint (see "Meetings: Agendas and Minutes" for ACN's March meeting available on the ACN website here: <https://uwm.edu/advisor-counselor-network/> .)
- If you don't have a liaison, let Triena know. She will set you up.

SAP:

- The government says students have to achieve a degree within 180 credits with 66 percent passed.
- Financial Aid's definition of "attempted credits" differs from others' definition. The 10th day of class (census day) is the day on which they measure attempted credits.
- Example: If a student is at 12 credits on the 10th day, then drops to 9 credits on the 15th day and adds another 3 credits to go back to 12 enrolled credits, the student is actually at **15 attempted** credits for financial aid purposes.
- If students are dropping and adding after census date, it doesn't catch up to them until the end of the semester, when grades run. **The attempted credits must match their plan.** If they don't match, the student is sent a letter.
- The student won't receive a letter until mid-January.
- The letter will state that the student is no longer eligible for aid. The student will need to submit a new appeal.

- Students can appeal twice. On a third appeal, the appeal is immediately sent to a committee.
- Question: How many times can a student really appeal? Bodart said that she can see both sides – the student’s perspective and the government’s perspective. She is concerned about students who legitimately have issues and need several appeals, but also, at some point, a student just needs to get the degree and get out. Each situation is unique, and Financial Aid wants to keep the integrity for each student.
- Question: Does it benefit a student at all to go to Financial Aid before January if they KNOW they are not on their plan?
- Bodart: They can start on their appeal in November. However, the final semester grades need to run before the appeal can actually be processed, so it can’t be processed till January.
- Academic plans:
 - The plan can only include credits necessary to complete the first degree. No minors, certificates or majors.
 - Can’t change plan without new appeal.
 - Must enroll in exact number of credits in appeal and successfully complete 100% of credits.
 - If they think they might attend Winterim (or any semester) and pay out of pocket, we still need those credits to be on the plan.
 - Only allowed to receive Pell Grant for first degree
 - Plan must include remedial work
- Census date:
 - 10th day of classes.
 - Fin. Aid holds students accountable for credits on that day. Need to be cautious about adding and dropping classes after 10th day.
 - Withdrawing – different than dropping or adding. Student does not get to keep aid unless they have completed a minimum of 60% of semester. If they have not completed 60% then need to return funds to process. 60% is the 11th week of semester: Usually 1st week of November and 1st week of April
- Impact of drop/add/withdrawal:
 - Withdrawal: Any time before the 60% mark, the student will owe money back to government.
- Can you switch out sections of the same class after the census date? Not ideal, but yes. It will create a problem, but Fin Aid can work out switching sections.
- Can you switch one class for a different class? Will student owe money?
If a student drops from 12 to 9 credits, and a refund is calculated – and student is then sent a refund – and then three days later, a student adds another class to go back to 12 credits, that student must then pay back the refund. Problems occur when the student spends the refund and then can’t pay for that added class.
- Problems also occur when a new class has additional fees
- **Ideally students should stay where they are at on the 10th day of classes**
- Repeated coursework:
 - Fin Aid will pay for coursework if they repeat a failed class. However, if they pass a class with a D-, the student has only ONE more time to take it. Then the student is cut off from aid for additional attempts.
 - Student will be notified that he/she will not receive aid for that attempt.
 - Students must be enrolled in minimum of 6 credits.

Questions? Email Trena Bodart. Tbodart@uwm.edu.

ESL Composition Sequence: Updates and Changes: Allegra Troiano and Brooke Haley

- ESL program is going through updates and changes to better align the ESL composition sequence with the English composition sequence.
- Why changing now? Program wants to do the following:
 - Attract more multilingual students on campus
 - Reduce confusion about the difference between ESL and English courses
 - Retain and graduate more multilingual students on campus. Want to attract and better serve these students.
 - Have three major changes.
- Change 1: Name will be changed from ESL to English for Academic Purposes (pending committee approvals). Why?
 - English as a Second Language (ESL) doesn't accurately represent a lot of students on campus for whom English is a 3rd or 4th language. Also even in field of teaching ESL, the name is not as accurate as others, such as ELLs (English Language Learners). New name came from looking at other Intensive English programs across country.
 - ESL can be off-putting to heritage students and deter them from taking ESL classes and getting additional language support. They may have thought they were done with ESL in high school or earlier. They believe that since they have been in school in the U.S., they don't need these classes. However, these students may be orally fluent in English, but writing and reading may not be as strong, even if educated in the U.S. Hope to attract these students with the new name.
 - Last year had meeting with advisors on campus – a lot of advisors said students think ESL looks bad on transcripts. Students feel there is a stigma to taking ESL courses.
 - New name of EAP more accurately represents what we do in classes – building academic English skills not just developing language skills. Students are learning academic skills: how to listen to lectures, take notes, participate in group discussions, etc. We are giving them academic skill building at the same time as reading/writing skills.
 - Code change won't happen until May. Also, only courses for credit will be EAP courses. The noncredit ESL will not be EAP. The name will also help distinguish the two.
- Change 2: Shorten the Composition Sequence.
 - In previous sequence, if students started in ESL 105, they would potentially have to complete 27 credits of ESL/English. That is expensive especially for international students paying high out-of-state tuition.
 - Decided to shorten sequence to a maximum of 14 credits of reading and writing.
 - ESL 105-115 becomes EAP 110 (4 credits) – This is fundamentally a reading skills class as it was in past. Students will re-take placement test at end of class. Most likely most will go into EAP 100.
 - ESL 116-117 becomes EAP 100 (4 credits): This is a fundamental writing skills class.

- ESL 118 becomes EAP 101 (3 credits), which is equivalent to English 101. It's English 101 with the added attention to language that multilingual students need.
- Finally for now, students will go into ENGLISH 102, in one of the sections reserved for them. Eventually there will be an EAP 102, but the course proposal did not pass the committees – they still need to work on meeting GER requirements in the proposal. Other classes have passed the committees.
- **See ESL's powerpoint presentation online on ACN's website for more details on course descriptions and course sequence. Go to "Meeting Agendas and Minutes": <https://uwm.edu/advisor-counselor-network/>**
- Question: Why is the highest course number the first course? They didn't have a choice with choosing that number. Can't go below 100 or it would be seen as "remedial." Other course numbers were taken.
- In reality, EAP 110 is not part of the composition sequence – it's more reading based – so logically the number is closer to other EAP course offerings outside the writing sequence.
- New TOTAL credits – 14 credits – closer to native speakers in total amount of credits.
- Troiano hopes it will cut down on students transferring due to the long sequence – the program is now competitive with other colleges in the area.
- Change 3: No more "ESL" on campus, including the placement test.
 - Any new student has to take placement test. The EPT for native speakers is mainly a multiple choice grammar test. The ESL PIC test involves reading comprehension and a writing sample.
 - Changing name of ESL PIC to English Placement Test for Nonnative Speakers: EPT- NNSE – to be closer to the name for native speakers.
 - Question: When will changes be in place?
 - Pending committee approvals, courses will run in Fall 2016.
 - Because we had to build them and get them in the system in January, we couldn't put new names in yet. Hope to have new names in by April. Current ESL instructors are advising their students as to what class they need for next semester, so students should know.
- Also have several of great classes outside of the composition sequence. Classes focus on building grammar, listening and speaking skills, and other study skills for international students. Very popular with students. From powerpoint:
 - EAP 120: Grammar and Editing for Multilingual Students (3cr) • This course provides grammar and editing instruction for non-native English speaking students. It's a great course for special students and those who need more grammar instruction.
 - EAP 135: Basic Skills in Academic Listening & Speaking (3cr) • This course focuses on academic presentation and lecture note-taking skills development for English learners with no previous instruction in these areas. –
 - EAP 145: Practice in Academic Listening & Speaking (3cr) • This course focuses on academic presentation and lecture note-taking skills development for English learners with previous formal instruction in these areas.
 - EAP 420: Advanced Reading, Writing, and Grammar Tune-Up for Internationals (4cr) • This class focuses on the refinement of advanced undergraduate and graduate students' language control through extensive reading, writing, and contextualized grammar. The course focuses on American academic expectations and includes individual conferences.
 - EAP 435: Advanced Listening, Speaking, and Note-Taking Skills for Internationals (4cr)
 - This class focuses on the refinement of advanced undergraduate and graduate

students' listening, speaking, and pronunciation skills. The course focuses on American academic expectations and includes individual conferences.

Info about Information Studies: Brian Williams and Angie Sadowsky

- Brian and Angie discussed the bachelor's degree program in information science and technology.
- In this program, students learn how to connect people with the resources and information that they need.
- The program is transfer friendly; the school can work with students to evaluate credits that may not have transferred into other programs on campus.
 - For example, many tech schools and two-year schools have networking or mobile applications courses that come in as "no transfer," but these courses may be counted as electives in the BS in information studies.
- The program is also veteran friendly; if a veteran did some IT work during his or her service time, the school will evaluate that work for possible credit.
- For students interested in information studies, there are several GER courses.
- INFOST 120 Ethics
 - Humanities GER
 - Gives overview of ethical issues in information and communication technology use, such as free speech, privacy, intellectual property, net neutrality, etc. Course may involve presentations and projects around ethical issues.
- INFOST 210 Information Resources for Research
 - Humanities GER
 - Emphasizes analyzing research questions, developing search strategies and critically evaluating source materials.
 - Helps develop students' research skills
- INFOST 370 Data Analysis and Visualization for the Info Professional
 - Meets QL part B requirement
 - Course examines how you can turn data into informational graphics to help people better understand that data. Good informational graphics can improve comprehension and help people make data-driven decisions. Course also shows students how to make visual graphics that are truthful and not misleading.
 - Includes data exploration and analysis, table and graph design, data mining, etc.
- **NonprofitIT:** School of Info Studies is now also involved in the **NonprofitIT**. This is an internship program available to students across campus in any major. Teams of 4-5 students are matched with nonprofits in Milwaukee who need a website or other IT project that they wouldn't normally be able to afford.
- They are accepting student applications now for this internship program and are matching students with the skill sets needed for projects. They are looking for lots of different skills set.
- Also there is an application for nonprofits as well, if you know of a nonprofit who wants to apply.
- Students get 3 credits of upper-level coursework at the 400 level. Open to all students. Freshmen can work with juniors and seniors. They have had students return and do internships in different roles for additional credit.
- This is now a UWM Feature Report:
- Question from floor: What is the academic component and who is administering it?

- Students meet about an hour a week with a faculty member (Adam Hudson), and then the team works independently the rest of the time. They are also assigned a mentor who is an IT professional in the area. The team, mentor, and instructor go through the architecture, design, documentation, and training to train people on how to use the website or other product the students have produced. Project brings in all areas of information studies.
- Question from floor: Is CPARK involved?
 - The program started between CUIR (working with the folks in ENTECH) School is hoping to get some funding. The instructor goes through applications and Julie Walker (SOIS Career Services Advisor) has been working with partner companies and nonprofits.
- Wanted to present at ACN because wanted to attract students from all across campus.
 - **More info on this internship opportunity is available here:**
<http://nonprofit.sois.uwm.edu/>

Campus Community Reports

- **Enhancing Advising Subcommittee** (Jen Hayes): Enhancing Advising Subcommittee (Jen Hayes): Got through Unconference discussions. Will share the summary with ASALC and ACN. EAC plans to provide some professional development to support SSC training. Would like to have training to develop skills sets needed for interfacing with platforms, such as how to take shared notes and how to transition to paperless advising. May have additional opportunities for professional development.
- **ASALC** (Sue Cashin): Committee has been looking at schools and colleges with different admission standards to see how we can help students who didn't meet a certain school or college's admissions standards to be part of the major they want.
- **Student Success Center** (SSC) (Kelsey Stockton) – Will be sending out the Powerpoint on orientation from last week's meeting via the NSO and TASO listserv. Will be reaching out to confirm capacities because will be opening for registration in two weeks.
- **Athletics** (Clare Faurote) – Athletics is prepping the forms and hopes to get them out the week after drop deadline. Would like have them completed by second week of May. When they are complete, contact Athletics to pick them up. Do not send via campus mail.
- **Registrar's Office** (Brian Hinshaw) – Monday (March 21) enrollment appointments for summer will appear and registration will begin a week later. On April 11, enrollment appointments for Fall 2016 will post and the shopping cart will go live. The first appointments are April 18.
- **Accessibility Resource Center** (Ann Kowaliczko)--ARC is currently receiving nominations for the ARC Excellence Award for faculty and staff who have done an outstanding job in providing support for ARC students and staff. The award ceremony will be May 6th.

- Also, the first therapy dog event on campus, with 4 dogs and handlers, is scheduled for April 5 at 3 p.m. in the UWM Library. ARC and MAVRC are involved in hosting the event.
- **Honors** (Laura Blaska)--introduced new advisor in the Honors College: Melissa Blahnik (Welcome, Melissa!)
- **Graduate School** (Chris Parks) – Grad school is three weeks away from launching new online application for admission. It will be a one-stop shop for applicants; they will be able to upload supporting materials. Programs will have ready access to application info as it comes in. Grad school is conducting training now. Application opens April 4.
- **MAVRC** (Sarah Terry) – The third annual Military and Veterans Graduation Ceremony is May 12 at 7 p.m. Anyone who wishes to walk should email Sarah Terry at tarah@uwm.edu.

Next ACN meeting: Tuesday, April 19, 8:30-10 a.m., Union 191

Co-Chairs: Pam Schoessling, Academic Opportunity Center, schoessl@uwm.edu; Ashlie Schaffner, College of Engineering and Applied Sciences, kohla@uwm.edu

Secretary/Treasurer: Monica Camacho, Lubar School of Business, mcamacho@uwm.edu

Public Relations Coordinator: Gary Cooper-Sperber, African American Student Academic Services, gccooper@uwm.edu