Welcome!

Academic Advising Planning
Fall 2016
UT Undergraduate Priorities
2016 - 2016

• VolVision 2020 Goal 1: Recruitment, retention (at all levels), and graduation

• Enrollment management - as students enter, move through, and exit the institution

• Transfer process, experience, and success

• Connecting undergraduate degree to future goals, career and beyond the university experience, global citizenship
Academic Advising Priorities

2016 - 2017

• Academic Advising 2020: Finalize Recommendations, Approval and Implementation Planning
• Revised Mission, Values, Goals, Outcomes
• Continue advising interventions:
  - at-risk categories
  - academic probation
  - exploratory
  - not registered for next term
  - NC grades
Academic Advising Priorities
2016 - 2017

• New advising interventions:
  - transfer students
  - out-of-state students
  - continued focus on intersection of academic progress and loss of financial aid. (Hope, Pell, SAP)
  - high non-completion courses and majors
• Early Alert in Grades First
• Continued partnership between college advising, FYS and SSC for Orientation Advising
• Advisor Professional Development
• Advisor Career Path Revisions
What did FA 2016 tell us about student success?

- Met all enrollment goals for FA 2016
- Entering FTF academic credentials strong
- Fewer 2016 FTF enrolled in R1, R2, and R3
- 925 FTF Math ACT below 25 – placed into Math 119
- FTF 2015 retention 86.3 (up from last year but not where we were in 2013 – 87%)
- FTT 2016 retention 75%
- Continuing student retention down (second to third, third to fourth)!
Announcements

• Doug Renalds is Interim Director of the Student Success Center
• Renalds (SSC), Mastrogiovanni (FYS), Seidler (ONSF) and McFadden (EAP) report to VP RJ Hinde
• AVP Search (replacement for Anton Reece) is underway: Search Chair – Dr. Patrick Biddix
• Change in GradesFirst Management Team
Announcements

• Beginning implementation of Civitas: early stages

Modules in Illume: Students, Courses and Impact. Illume allows institutions to use powerful predictors and sophisticated filters to better understand their students, and what can really help them succeed. Takes data from disparate silos and unifies the data.

Ex: Early LMS Engagement Greatly Impacts Persistence, Understanding High GPA Departures, Course Grades Matter, What the Data are Saying – What is Working?
Today’s Retreat Agenda

• All agenda items are critical to our efforts to “transform advising” – Advising 2020
• Career Guide Directory and Center for Career Development
• Advising Transformation: Advising 2020
• Flipped Classroom for Math 119
Today’s Retreat Agenda

• Math Tutorial Center
• Academic Affairs Update from Dr. RJ Hinde
• Early Alert Case Management: GradesFirst
• Experience Learning Initiative
• Dean of Students updates
University of Tennessee
Academic Advising

Mission
The University of Tennessee, Knoxville, places academic advising within the teaching/learning mission of the institution and recognizes it to be a critical component of students’ educational experience and undergraduate success. Faculty, professional academic advisors and administrators promote academic advising as a shared responsibility with students. Academic advising serves to develop and enrich students’ educational plans in ways that are consistent with their aspirations, interests, strengths, and values—preparing them for a life of learning in a diverse and global society.

Values that Guide Academic Advising
- Advising integrates self-exploration, career exploration, academic planning, experience learning, and leadership targeted to students’ aspirations, interests, strengths, and values
- Advising includes faculty who are expert mentors in their disciplines and professions
- Advising involves a team that includes academic advisors, student success, faculty mentors, and career development professionals seamlessly working together on the common goal of supporting the development and success of UT students
- Advising focuses on a collaborative and student-centric problem solving process
- Advising includes professional academic advisors who help students navigate the institution, develop academic plans, and connect to university and community resources
- Advising depends on a robust program of academic advisor development with career paths
- Advising provides the context and opportunity for students to engage in self-authorship, make meaning of their experiences, and assume responsibility for their futures.

University Academic Advising Goals
- to foster a campus culture that supports academic advising as a shared responsibility essential to the educational experience and student success
- to assist students in self-exploration
- to assist in the development of educational plans that are consistent with students’ aspirations, interests, strengths, and values
- to encourage holistic engagement with the college experience (academically, socially, culturally, and professionally) preparing students for a life of learning in a diverse and global society

Academic Advising Student Learning Outcomes
Students will demonstrate that they know
- curricular requirements, academic standards, and academic milestones related to an intended/chosen academic program in order to graduate in a timely fashion
- university and college academic policies and procedures
the career and professional development opportunities available as well as on-campus support for the identification and exploration of experience learning, leadership, and career paths

- campus resources, programs, and support systems that promote academic success

Students will demonstrate they can

- develop an academic plan and assess degree progress through graduation
- critically reflect upon academic and career goals
- develop skills and strategies for academic success that include using institutional resources, policies, and procedures
- take responsibility for making decisions regarding their academic success

**Academic Advising Process Outcomes**

- All students will have an assigned professional academic advisor
- All students will have the opportunity to schedule a substantive advising appointment during any semester requiring advising previous to their registration date
- Faculty, professional academic advisors, career development staff, and alumni will serve as undergraduate mentors
- All students will have the opportunity to participate in a university-wide advising assessment every year
- All students will have the opportunity to participate in college-specific advising assessments every year
- All professional advisors and advising leadership will participate in a comprehensive professional development program.
- All professional academic advisors will utilize current university technology for academic planning, student data, advising notes, advising appointment campaigns, student communication and holistic case management (early alert, tutoring, referrals, etc.)
- Professional academic advisors and faculty mentors will participate in a college/departmental evaluation/feedback process as part of their annual review
Vol Vision 2020: Journey to the Top

Vol Vision is the strategic plan for the University of Tennessee. The mission, vision, values, and strategic priorities set forth in this plan will allow the campus to align actions and resource decisions around a common vision.

MISSION
The primary mission of the University of Tennessee, Knoxville, is to move forward the frontiers of human knowledge and enrich and elevate the citizens of the state of Tennessee, the nation, and the world. As the preeminent research-based land-grant university in the state, UT embodies the spirit of excellence in teaching, research, scholarship, creative activity, outreach, and engagement attained by the nation's finest public research institutions.

VISION
We seek to establish UT as a top-tier public research university. Inherent in this vision is an acknowledgment that UT is currently a premier institution. Our vision reflects a desire to contribute to the legacy of the university and its longstanding tradition of excellence. Our journey embraces our Volunteer identity and builds on the strengths that differentiate us from our peers. Our success will depend on a sustained commitment to improvement as part of our culture.

VALUES
Our culture is guided by adherence to core values that define the Volunteer spirit and permeate who we are, what we do, and our approach to living and learning at UT and beyond. We strive to achieve these values through:

• Seeking knowledge
• Leading with innovation and integrity
• Advancing diversity and inclusion
• Engaging locally and globally
• Embracing the responsible stewardship of resources
STRATEGIC PRIORITIES

1. UNDERGRADUATE EDUCATION
Recruit, enrich, and graduate undergraduate students who are prepared to enter the global community as lifelong learners and authentic leaders.

Focus Areas
• Recruitment, retention, graduation
• Education innovation and student experience
• Engagement after graduation
• Student-centered efficiencies, data-driven decisions

2020 Goals
• Continue to attract first-year students with ACT scores comparable to Top 25 peers
• Increase first-to-second-year retention to 90 percent
• Raise six-year graduation rates to 80 percent

2. GRADUATE EDUCATION
Strengthen graduate education through an emphasis on excellence and improvement of the graduate student experience.

Focus Areas
• Excellence in graduate education
• Graduate student enrollment
• Graduate student success and placement
• Graduate school services, quality of data

2020 Goals
• Increase PhDs awarded by 15 percent to 365
• Increase master’s and professional degrees awarded by 15 percent to 2,083

3. RESEARCH, SCHOLARSHIP, CREATIVE ACTIVITY, ENGAGEMENT
Strengthen our capacity, productivity, and recognition across our total portfolio of research, scholarship, creative activity, and engagement.

Focus Areas
• Excellence across the total research portfolio
• Sponsored research competitiveness
• Engagement and outreach
• Research in the education mission
• Infrastructure, compliance

2020 Goals
• Increase federal research expenditures to $200 million
• Increase total sponsored research expenditures to $346 million
4. **FACULTY AND STAFF**

Attract, retain, and recognize stellar faculty and staff who strive for excellence and proudly embody Volunteer values.

**Focus Areas**
- Recruiting and retaining top talent
- Compensation gaps
- Excellence and professional development
- Performance evaluation and management

**2020 Goals**
- Narrow faculty and staff salary gaps
- Maintain undergraduate student to tenure-line faculty ratio comparable to Top 25 peers
- Increase faculty awards; narrow gap to peers

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5. **RESOURCES AND INFRASTRUCTURE**

Develop a resource base for the future; continue transformation of campus infrastructure.

**Focus Areas**
- Resource base
- Effectiveness and cost management
- Campus transformation

**2020 Goals**
- Narrow gap to Top 25 peers in teaching and support funding per student
- Raise five-year average philanthropic support by 30 percent to $110 million

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6. **DIVERSITY AND INCLUSION**

Enhance diversity and inclusion.

**Focus Areas**
- Campus profile
- Campus climate
- Education and research mission
- Compliance

**2020 Goals**
- Goals are currently in development
**Metrics**

ACT equivalent (75th–25th percentile)  
First-to-second-year retention rate  
Six-year graduation rate  
Number of PhD degrees  
Number of master's and professional degrees  
Federal research expenditures  
Total research expenditures  
Faculty salary range  
Undergraduate student to tenure-line faculty ratio  
Faculty awards  
Teaching and support expenditures per student  
Five-year average philanthropic support

**Top 25 Target Peers**

Clemson University  
Indiana University  
Michigan State University  
Purdue University  
Rutgers, the State University of New Jersey  
Texas A&M University  
University of Georgia  
University of Minnesota

**2020 Goals**

Metrics also include indicators of excellence and quality to be established at the college, department, and division levels (not shown).

<table>
<thead>
<tr>
<th>Priority 1: Undergraduate Education</th>
<th>2010 Baseline</th>
<th>2014 Assessment</th>
<th>2020 Goal</th>
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<tbody>
<tr>
<td>ACT equivalent (75th–25th percentile)</td>
<td>29/24</td>
<td>29/24</td>
<td>Remain at peer range¹</td>
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<tr>
<td>First-to-second-year retention rate</td>
<td>84%</td>
<td>87%</td>
<td>90%</td>
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<td>Six-year graduation rate</td>
<td>60%</td>
<td>69%</td>
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<td>Federal research expenditures²</td>
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<td>Faculty salary range</td>
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<td>Undergraduate student to tenure-line faculty ratio</td>
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<td>19:1</td>
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<td>Faculty awards³</td>
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<td>Teaching and support expenditures per student</td>
<td>$16,100</td>
<td>$19,487</td>
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<td>Five-year average philanthropic support⁴</td>
<td>N/A</td>
<td>$83.5M</td>
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| Priority 6: Diversity and Inclusion |  |  |  |
|-----------------------------------| | | |
| Goals are currently in development | | | |

¹ Gap to peers or peer range refers to UT Knoxville’s performance compared to an average of Top 25 target peer group.  
² Research expenditures are for the Knoxville area and include the UT Institute of Agriculture.  
³ The source and definition for faculty awards data is based on the Center for Measuring University Progress.  
⁴ Vol Vision 2020 uses five-year average philanthropic support. This replaces the previous metric of endowment per student.

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974-2115

JENNY WARD
Associate Director of Center for Career Development
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974-5435
Background

History/purpose
Number of alumni
Number of accesses
Plans to grow
Alumni feedback
How do I find a UTHSC dentist in Atlanta?
Phase 1: Professional Directory
How do I find a UTHSC dentist in Atlanta?

Phase 1: Professional Directory
Professional Directory

Your search returned 10 results. Showing page 1 of 1.

**New Search**

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<tr>
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<td><strong>First Name</strong></td>
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Page 3 of 50, Items 41 to 60 of 1000.
How do I find someone for an informational interview?

Phase 2: Career Guide Directory
Career Guide Directory

Your search returned 27 members.

Showing results 1-10

John Anderson
Atlanta, GA
Occupation: Accounting
Job Title: Controller
Employer: Atlanta Capital Management

Informational interviews: Yes
Mentoring & job shadowing: No
Internships & co-ops: No
Review resumes: Yes
General advice: Yes

Sam Bennett
Atlanta, GA
Occupation: Accounting
Job Title: Income Tax Mgr.
Employer: BlueLinx Corp.

Informational interviews: Yes
Mentoring & job shadowing: Yes
Internships & co-ops: No
Review resumes: No
General advice: Yes

Sandra Carter
Atlanta, GA
Occupation: Accounting
Job Title: Manager
Employer: Davis, Pechter & Associates

Informational interviews: Yes
Mentoring & job shadowing: No
Internships & co-ops: No
Review resumes: No
General advice: No

Angela Doe
Atlanta, GA
Occupation: Accounting
Job Title: Audit Senior
Employer: Deloitte

Informational interviews: Yes
Mentoring & job shadowing: Yes
Internships & co-ops: No
Review resumes: Yes
General advice: Yes
Results So Far

- Form submissions: 1,454
- Work with current students: 1,371
- Work with graduated alumni: 1,138
- Informational interviews: 1,351
- Job shadows: 453
- Internships: 293
- Speaker: 894
- Career coaching: 301
- Attend a networking event: 969
- Host a networking event: 118 (102 descriptions)
- Resume review: 819
- General advice: 845
Center for Career Development

Exploring Majors and Careers Course
- First- and second-year students
- Required major or career experience assignment
- General career exploration (healthcare)
- Gain knowledge of specific career (human resources)

Career Strategies for STEM Students Course
- Third- and fourth-year students
- Required informational interview assignment
- Gain knowledge of specific career path (physical therapy)

Individual Appointments
- Networking requests (veterinary care; shadow/log hours)
Results So Far

• Success stories!

• Limited number of contacts for some fields
  • Occupation “Veterinary Care” City Knoxville” n=2

• Conducting effective searches is critical
  • Search by multiple categories
  • Example: alumni working in industry outside their major
    • Occupation or Specialization “Human Resources” n=0
    • Job Title “Human Resources” n=11
Tips

• Search via multiple fields (job title, occupation, specialization, major, etc.)

• Share email contact with student (least control)

• E-mail alumni to establish participation (most control; establishes contact with staff)

• Utilize Availability factor and entire list

• Connect with “I found you on the Career Guide Directory...”

• Utilize Professional Directory and LinkedIn as alternatives
  • **Occupation** “Veterinary Care”  **City** “Knoxville” n=54
UTAA-Career Development Partnerships

Dining and Dialogue (Public Relations, Law, Journalism)
Research > October 4

Networking at Neyland (all industries)
Spring 2017

Vol-to-Vol (Alumni Board)
Chancellor’s Associates > October 25

About the UTAA
The UT Alumni Association serves alumni of all UT campuses by providing career services, networking opportunities, coordinated advocacy, and alumni benefits.

About iModules
iModules is a software platform used by the University of Tennessee for online giving, external email marketing, content management, and data collection. The iModules database includes all living graduates of the university except VIPs and those who have requested to not be contacted.

UTAA Professional Directory
The UTAA Professional Directory is a searchable database of UT alumni professional profiles. Anyone can perform a basic search, but only graduated alumni and iModules admins are able to log in and view an alum’s personal details.

http://www.utaaconnect.com/pro
A simple form that allows an alumnus to update his or her professional profile. Alumni also self-identify as a potential Career Guide via this form.

UTAA Career Guide Directory
The UTAA Career Guide Directory is a searchable database that allows alumni and current students to search for and contact alumni who have volunteered to serve as Career Guides. The Career Guide Directory is behind a login, and because students are not part of the iModules database, they can only access the directory when working directly with UT staff.

http://www.utaaconnect.com/cgform
Once an alumnus has expressed an interest in becoming a Career Guide, he or she then fills out this form and identifies specifically how he or she would like to serve. These preferences can be edited at any time. An alumnus is automatically added to the Career Guide Directory when he or she answers “yes” to the first question.

http://www.utaaconnect.com/cg
All UT staff who work with students (regardless of their own alumni status) should access the Career Guide Directory via this simple form. And the form should be used each time a staff member works with a student. The form collects essential data, including contact info for the student, which will allow us to follow up and better measure the success of the tool.

http://www.utaaconnect.com/guide
All UT alumni should access the Career Guide Directory via this simple form, which likewise collects one or two essential pieces of information.
ADVISING 2020
OBJECTIVES

• Address the student feedback voiced in the Vol Vision process

• Develop common vision for future of advising that more closely aligns academic and career advising

• Improve student retention, graduation, and learning outcomes
VOL VISION – STUDENT PERSPECTIVE

- **Inconsistency** – Some students report excellent experiences, while others claim misinformation or ineffective appointments.

- **Access** – Difficulty scheduling appointments.

- **Career Advising** – Students recommended career advising incorporated earlier.

- **Faculty Mentors** – Faculty are desired as mentors, but charge of administrative tasks can be problematic.

- **Transition/Coordination** – Issues arise with double majors/dual degrees and students in major transition (working with two colleges).
WHAT WE LEARNED

• All students are exploratory to some degree; major transitions occur frequently

• Limited support for “involuntary transitions” of students who are asked to leave a college/major, but remain at UT

• Four different advising models in place; each with different faculty roles

• Informal coordination of academic advising, career exploration, and experience learning; occurs on a case-by-case basis

• Limited consistency in staffing levels, training, and assessment approach
## ADVISING 2020 – RECOMMENDATIONS

<table>
<thead>
<tr>
<th>Integrated Advising Model</th>
<th>• Adopt new integrated advising model (self exploration, academic, career, experience learning) with common experience for all students</th>
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<tr>
<td>Professional Advisor/ Faculty Mentor</td>
<td>• Move to professional advisor/ faculty mentor approach for all students</td>
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<td>Staffing Levels</td>
<td>• Increase professional advisors to achieve consistent student-to-advisor staffing levels across colleges</td>
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<td>Transitions</td>
<td>• Add a new transition advising unit</td>
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<td>Focused Retention Strategies</td>
<td>• Implement focused retention strategies with advisors at the “hub” of partnerships – high fail courses/majors, financial aid retention</td>
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<tr>
<td>Technology and Data</td>
<td>• Improve advisor technology tools and access to data/reporting</td>
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<tr>
<td>Common Training, Development, and Assessment</td>
<td>• Common training, professional development, and assessment program to support consistency of student experience</td>
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</table>
INTEGRATED ADVISING

Recommendation – Integrated advising with a common experience for all students that integrates career and academic advising with self-development and experience.

- Begins with an understanding of self to include strengths, interests, and values
- Includes some level of career exploration for all students
- Helps students to identify co-curricular, experience learning, and leadership opportunities to support development (professional and academic)
- Supports students in selecting a major and developing an academic plan that aligns with strengths, aspirations, and abilities
Recommendation – New approach to lower division advising to focus on exploration

**Begin with self and career exploration for all students**

- Self exploration, strengths assessment
- All students provided with survey of career options in first year
- Degree of exploratory questionnaire; shared with advisors
- General academic plans; students encouraged to explore

**Orientation to experience learning and opportunities**

**Assume all students are exploratory to some degree**

**Self Exploration**

**Career Exploration**

**Experience Learning**

**Academic Plan**
Recommendation – Upper division experience aimed at focus and development

**Self exploration continues**
- Continue reference to self exploration and strengths in advanced plans

**Career readiness and guidance**
- Focus on career readiness, preparation for job search
- Support from career services, advisors, faculty, and career guides

**Challenge and develop through experience**
- Incorporate experience learning into plan – undergraduate research, internships, study abroad, leadership, etc.

**Focused academic plans and faculty mentors**
- Focused upper division academic plans
- Faculty mentors to help students with specialized needs
PROFESSIONAL ADVISOR/ FACULTY MENTOR

Recommendation - Add advisors to fully adopt a professional advisor/faculty mentor model by 2020

- Implement a professional practice or professional advisor/faculty mentor model for all colleges by 2020
- Assign all students to a professional advisor and faculty mentor
- Develop a formalized faculty mentor role; eliminate administrative roles for faculty
- Add advisors to achieve consistent ratios

**Assumptions**

- Based on advising hours needed to deliver required appointments
- Driven by enrollment and PDQ workload estimates
- Student-to-advisor case load goals
CONSISTENT STAFFING LEVELS

Recommendation – Allocate new advisors to achieve consistent advising loads across colleges

Recommended Student-to-Professional Advisor Ratios, By College

- **Current**
- **Goal**

**Recommended Advising**

- Assumes addition of 27 new advisors
- Average university caseload: 300 students to advisor

*UT Average Caseload: ~300 students-to-advisor*
TRANSITION UNIT

Recommendation – Add new transition unit

• Advising for existing students who are transitioning majors
• Develop new academic plans to keep them on track to graduation
• Re-visit self and career exploration
• Provide additional academic assistance, if needed

Populations Served

• **Involuntary Transitions** – Students who no longer meet their initial major requirements and are required to change majors
• **Special Transitions** – Students who are transferring to UT with special situations (transfer students, veterans, re-admits)
• **Voluntary Transitions** – Students who are switching majors and request support developing academic plans to keep them on track (optional)
ADVISING 2020 - BENEFITS

• Improved retention and graduation through a more effective, coordinated, and consistent student advising
  • More effective “front line” to students
  • Ability to identify and implement early interventions
  • Coordinated approach to include career development and experience learning

• Improved student satisfaction and success
  • Holistic development vs. “slotting majors”
  • Greater access to advisors and quality of advising

• Improved effectiveness
  • More efficient use of faculty time
  • Fewer administrative issues
  • Better graduation checks
TIMELINE/NEXT STEPS

Fall Term: 2016

• Review the proposal with Interim Provost, John Zomchick
• Review the proposal with the College Deans
• Review the proposal with VC for Student Life, Vince Corelli
• AALG Implementation Retreats (3 scheduled for Fall 2016)
MATH 119 & MATH 125

A FLIPPED COURSE FORMAT
WHAT IS A FLIPPED COURSE?

• A flipped course rearranges some of the “in class” and “outside of class” components of a traditional course.

• Students watch video lectures and take notes outside of class. While students are in class, they can inquire about lecture content and work together to improve their skills.

• The instructor in a flipped classroom interacts with the students while they work, clarifying content, answering questions and providing support and encouragement.

• A flipped course format provides more opportunity for active learning, peer engagement and interaction with the instructor than a traditional course.
WHY FLIP?

• “Ms. Peery. I understand everything you said during class, but when I try to do the problems at home, I get stuck.”

• The flipped course for Math 119, College Algebra, was created as part of a THEC project and a pilot section was fully implemented in the Spring semester of 2014.

• During the same semester, I taught a traditional section of the same size for comparison. The students in the flipped class had a higher success rate on the final exam and a higher completion rate for the course.
WHY REACT?

• After the success of the pilot section, I flipped all of my sections of Math 119 during the Summer and Fall semesters of 2014. The flipped sections continued to outperform the traditional sections based on both completion of the course and success on the departmental final exam.

• Around this time, the Mathematics department was forming a GTA mentorship program aimed at improving teaching ability.

• I turned my flipped course into a REACT course—my flipped course materials and format used by other instructors and GTAs under my mentorship and supervision.
WHAT DOES REACT STAND FOR?

- Reaching
- Excellence through
- Active
- Coordinated
- Teaching

Three REACT sections of Math 119 with GTA REACT Leaders were piloted in the Spring semester of 2015. The results were positive, and the REACT format was implemented as part of the GTA mentorship program in the Fall of 2015.
WHAT DOES ACTIVE COORDINATED TEACHING MEAN?

• All REACT sections use my lecture videos and group activities.

• Each REACT section has a REACT Leader or REACT Instructor who works with the students in class, manages the scores, holds office hours, etc.

• The REACT Leaders and REACT Instructors actively coordinate with me to provide students with a classroom experience that supports and enhances the lecture video content.

• Mentored GTAs teaching REACT sections meet with me weekly for a teaching seminar.
THE FALL 2015 BREAKDOWN

• Math 119 Enrollment: 696 REACT students, 516 traditional students
• REACT Instruction: 1 Distinguished Lecturer, 11 GTAs (9 in their first year)
• Traditional Instruction: 1 Senior Lecturer, 1 Lecturer, 5 GTAs (all with prior teaching experience)
THE FALL 2015 RESULTS

• Final Exam Average: REACT students had a 5.6% increase over traditional students.

• Completion Rate*: REACT students had a 7.1% increase over traditional students.

*Completion defined as number of students who took the final exam.
THE FALL 2015 RESULTS

• Success Rate* based on Completion: REACT students had a **16.5% increase** over traditional students.

• Success Rate* based on Enrollment: REACT students had a **23.0% increase** over traditional students.

*Success defined as a score of at least 70% on the departmental final exam.
WHAT DO STUDENTS THINK?

• “I like it because it gives you more time in class to ask questions and do group work rather than listen to lectures.”

• “I feel that the flipped format works very well for me. I have always struggled with keeping up while taking notes, but now I can rewind and fully understand what's going on.”

• “I was skeptical about the flipped classroom aspect of this math class, and I was very pleasantly surprised with the level of knowledge the TA's have. Honestly the best and most organized class I have been in here at UT.”
AFTER FALL 2015?

• I created a flipped version of Math 125, Basic Calculus. (Math 119 is the pre-requisite course for Math 125.)

• My mentored GTAs were REACT Leaders for Math 125 in the Spring of 2016.

• Both Math 119 REACT and Math 125 REACT were offered during the Summer of 2016.

• All Math 119 sections became REACT in the Fall of 2016.
WHO IS TEACHING NOW?

• 13 first-year mentored GTAs under my direct supervision are in my Math 119 REACT classrooms this semester. We will transition to Math 125 REACT in the Spring semester.

• 2 Senior Lecturers, 3 Lecturers and 6 mentored GTAs are instructor of record for the rest of the Math 119 REACT sections this semester. Almost all of them will continue to teach Math 119 REACT in the spring semester.
WHAT CAN YOU DO?

• Reassure students that even though REACT may be different from any course they’ve taken before, it is a successful course format.

• Encourage students to use good time-management skills. REACT forces students to be responsible and come to class prepared.

• Help students understand that REACT is not an online course. A lot of the course content is online, but they are still expected to go to class.

• Send them to me if they have questions or concerns. I have office hours open to all REACT students.
THANK YOU.

Questions? Email mpeery@utk.edu.
Need Permission to View a Google Doc, Form or Sheet?

If you click on a link and see something like one of the images below, it most likely means you are trying to access a document that is only available to the UT organization. Do Not Click the Request Access button!

You need to Switch Users to your UT Google account, OR log out so that you can log into Google using your UT credentials. Everyone at UT has a UT Google account. If you are on the student email system your address is NetID@vols.utk.edu if you are on the non-student system your address is NetID@utk.edu. ALL UT STUDENTS HAVE A GOOGLE ACCOUNT regardless of whether you chose Gmail or Office 365 for your email.

Don’t do it! Use your UT Google Account!

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www.math.utk.edu/MTC
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Advising Planning Meeting
September 2016

R.J. Hinde, VPAA
rhinde@utk.edu

Vol Vision 2020: Retention & Graduation Goals

“Math, Majors, and Money”

Engagement with Faculty Members
Advising Planning Meeting
September 2016

R.J. Hinde, VPAA
rhinde@utk.edu

UG SWOG
UG ADs
Vol Vision 2020 Goals

1st year retention = 90%
6-year graduation = 80%

Blue: percentage lost after first year
Orange: percentage lost after first two years
Gray: percentage lost after first three years
## Math, Majors, and Money

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of students not completing (3-year average)</th>
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# Math, Majors, and Money

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## Math, Majors, and Money

Look at Kinesiology in more detail . . .

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# Math, Majors, and Money

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<td>1</td>
</tr>
<tr>
<td>Marketing</td>
<td>1</td>
</tr>
<tr>
<td>Nuclear Engineering</td>
<td>1</td>
</tr>
<tr>
<td>Nursing</td>
<td>1</td>
</tr>
<tr>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Pre-Professional Programs</td>
<td>21</td>
</tr>
<tr>
<td>Psychology</td>
<td>1</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Migration OUT: Kinesiology</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Audiology/Speech Pathology</td>
<td>2</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>1</td>
</tr>
<tr>
<td>Business Adm Exploratory Track</td>
<td>4</td>
</tr>
<tr>
<td>Child and Family Studies</td>
<td>4</td>
</tr>
<tr>
<td>Ed Hlth Hum Sci Explorat Track</td>
<td>5</td>
</tr>
<tr>
<td>Graphic Design</td>
<td>1</td>
</tr>
<tr>
<td>Hotel, Restaurant, And Tourism</td>
<td>1</td>
</tr>
<tr>
<td>Interdisciplinary Programs</td>
<td>1</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Public Relations</td>
<td>1</td>
</tr>
<tr>
<td>Recreation /Sport Management</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL MIGRATION OUT</td>
<td>28</td>
</tr>
<tr>
<td>Left UTK</td>
<td>41</td>
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</table>

For students who left UTK:

<table>
<thead>
<tr>
<th>Left after S15, GPA &lt; 2.0</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Left after S15, GPA 2.0 to 2.99</td>
<td>9</td>
</tr>
<tr>
<td>Left after S15, GPA 3.0 to 4.0</td>
<td>5</td>
</tr>
</tbody>
</table>
# Math, Majors, and Money

Kinesiology 2014 FTF migration map

### Migration INTO: Kinesiology

<table>
<thead>
<tr>
<th>Major</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerospace Engineering</td>
<td>1</td>
</tr>
<tr>
<td>Animal Science</td>
<td>1</td>
</tr>
<tr>
<td>Arts &amp; Sci Exploratory Track</td>
<td>3</td>
</tr>
<tr>
<td>Audiology/Speech Pathology</td>
<td>1</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>9</td>
</tr>
<tr>
<td>Biomedical Engineering</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>1</td>
</tr>
<tr>
<td>Clinical Laboratory Sciences</td>
<td>1</td>
</tr>
<tr>
<td>Ed Hlth Hum Sci Explorat Track</td>
<td>8</td>
</tr>
<tr>
<td>Food And Agricultural Business</td>
<td>1</td>
</tr>
<tr>
<td>History</td>
<td>2</td>
</tr>
<tr>
<td>Interdisciplinary Programs</td>
<td>1</td>
</tr>
<tr>
<td>Marketing</td>
<td>1</td>
</tr>
<tr>
<td>Nuclear Engineering</td>
<td>1</td>
</tr>
<tr>
<td>Nursing</td>
<td>1</td>
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<tr>
<td>Nutrition</td>
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<td>Psychology</td>
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### Migration OUT: Kinesiology

<table>
<thead>
<tr>
<th>Major</th>
<th>Count</th>
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<tbody>
<tr>
<td>Audiology/Speech Pathology</td>
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### For students who left UTK:

<table>
<thead>
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<th>GPA Category</th>
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<tr>
<td>Left after $15, GPA 2.0 to 2.99</td>
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</tr>
<tr>
<td>Left after $15, GPA 3.0 to 4.0</td>
<td>5</td>
</tr>
</tbody>
</table>
# Math, Majors, and Money

<table>
<thead>
<tr>
<th>Recreation / Sport Management</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Total Migration Out</td>
<td>28</td>
</tr>
<tr>
<td>Left UTK</td>
<td>41</td>
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</table>

## For students who left UTK:

<table>
<thead>
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<th>Reason</th>
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<tr>
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</tr>
<tr>
<td>Left after S15, GPA 3.0 to 4.0</td>
<td>5</td>
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</tbody>
</table>
# Math, Majors, and Money

Kinesiology first-year curriculum

## Requirements for the Bachelor of Science in Education – Kinesiology Major

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Hours</th>
<th>Milestone Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1Arts and Humanities Elective*</td>
<td>3</td>
<td>2.3 cumulative GPA</td>
</tr>
<tr>
<td>CHEM 120* or CHEM 128*</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ENGL 101* or ENGL 118*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2MATH 125* or MATH 141* or MATH 147*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3Physical Education Activity Program Elective</td>
<td>2</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 2</th>
<th>Hours</th>
<th>Milestone Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 130* or CHEM 138*</td>
<td>4</td>
<td>MATH 125* or MATH 141*</td>
</tr>
<tr>
<td>ENGL 102*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MATH 115* or STAT 201* or STAT 207*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSYC 110* or PSYC 117*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4Unrestricted Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
## Math, Majors, and Money

Substantial overlap with courses that have high non-completion rates

<table>
<thead>
<tr>
<th>Course</th>
<th>MATH119</th>
<th>PSYC110</th>
<th>ENGL101</th>
<th>CHEM120</th>
<th>ENGL102</th>
<th>MATH130</th>
<th>MATH125</th>
<th>MATH141</th>
<th>ENGL103</th>
<th>BIOL150</th>
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<tbody>
<tr>
<td>Code</td>
<td>347</td>
<td>343</td>
<td>300</td>
<td>270</td>
<td>200</td>
<td>176</td>
<td>175</td>
<td>166</td>
<td>116</td>
<td>102</td>
</tr>
<tr>
<td>Credit</td>
<td>347</td>
<td>690</td>
<td>990</td>
<td>1260</td>
<td>1460</td>
<td>1636</td>
<td>1811</td>
<td>1977</td>
<td>2093</td>
<td>2195</td>
</tr>
<tr>
<td>Completion Rate</td>
<td>7.2%</td>
<td>14.4%</td>
<td>20.6%</td>
<td>26.2%</td>
<td>30.4%</td>
<td>34.1%</td>
<td>37.7%</td>
<td>41.2%</td>
<td>43.6%</td>
<td>45.7%</td>
</tr>
<tr>
<td>Placement</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>
Math, Majors, and Money

All Undergraduates by AGI Grouping – 2015

- Less than $50K: 27%
- $50K to $100K: 23%
- $100K to $150K: 20%
- $150K to $200K: 12%
- Over $200K: 18%

- Pell Eligible (2014 Data): 30%
- First Generation (2014 Data): 25%

Less than $50K Adjusted Gross Income
Pell Eligible (2014 Data)
First Generation (2014 Data)
Math, Majors, and Money

Students Losing Hope Scholarship, By Cohort and Year of Study

- % Lost After First Year
- % Lost After 2nd Year
- % Lost After 3rd Year

Year of Study:
- 2005: 36%
- 2006: 33%
- 2007: 31%
- 2008: 29%
- 2009: 24%
- 2010: 29%
- 2011: 27%
- 2012: 27%
- 2013: 28%
- 2014: 32%
Engagement with Faculty Members

- Re-examine first-year and second-year requirements
- Do difficult courses appear too early in the 4-year plan?
- Are we asking students to enroll in “toxic combinations”? 
Advising Planning Meeting
September 2016

R.J. Hinde, VPAA
rhinde@utk.edu

Vol Vision 2020: Retention & Graduation Goals

“Math, Majors, and Money”

Engagement with Faculty Members
EARLY ALERT

Stella Bridgeman-Prince

THE UNIVERSITY OF TENNESSEE
KNOXVILLE
BIG ORANGE. BIG IDEAS.
Early Alert is one important tool the university uses to identify first-year students who may be struggling in their classes during their first year.

In addition to our first-year students we are continuing with Early Alert for Pellissippi Bridge students and adding first semester transfer students.
Early Alert Terminology

Requests
- A single progress report per student, per class

Responses
- A single completed report per student, per class

Risks
- A single completed report indicating student is “at risk” per student, per class
Early Alert Process

**Progress Reports out to Faculty**
At the 3rd week of semester

**Reports Completed by Faculty/Staff**
Between weeks 3 and 9 (Sept 2nd – Oct 14th)

**Email Resource to Student & Assign to Coach**
On a rolling basis as they come in.

**Coach Outreach**
As Case Management and Closing Cases
Progress Reports

FYS 101 – Instructor: Stella Bridgeman-Prince

**Woman, Wonder**
- At Risk? (Yes or No)
- Nature of Risk (Drop Down)
- Attendance (optional)
- Comments (optional)

**Woman, Super**
- At Risk? (Yes or No)
- Nature of Risk (Drop Down)
- Attendance (optional)
- Comments (optional)

**Woman, Cat**
- At Risk? (Yes or No)
- Nature of Risk (Drop Down)
- Attendance (optional)
- Comments (optional)
Early Alert Reasons & Resources

- Academic performance – SSC Coach/Transition Coach
- Attendance – SSC Coach/Transition Coach
- Attentiveness in class (i.e. distracted, dozing) – SSC Coach/Transition Coach
- Math skills – SSC, MSL Tutoring
- Writing skills – Writing Center (Auto Assign to Kirsten Benson)
- Study preparation – SSC Coach/Transition Coach
- Unfamiliarity with UT policies – Auto Assign to Stella Bridgeman-Prince
- Other (which allows for the faculty to write in the issue)
Historical Data
<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>4,276</td>
<td>4,701</td>
<td>4,717</td>
<td>4,851</td>
</tr>
<tr>
<td>Students w/ Requests</td>
<td>4,141</td>
<td>4,412</td>
<td>4,572</td>
<td></td>
</tr>
<tr>
<td>Students w/ Responses</td>
<td>3,122</td>
<td>3,836</td>
<td>4,176</td>
<td></td>
</tr>
<tr>
<td>Students w/ Risks</td>
<td>344</td>
<td>684</td>
<td>687</td>
<td></td>
</tr>
<tr>
<td>Total Courses</td>
<td>Data not known</td>
<td>29,445</td>
<td>Data not known</td>
<td></td>
</tr>
<tr>
<td>Total Requests</td>
<td>13,343</td>
<td>16,381</td>
<td>18,088</td>
<td>*19,232</td>
</tr>
<tr>
<td>Total Responses</td>
<td>5,784</td>
<td>7,341</td>
<td>8,894</td>
<td></td>
</tr>
<tr>
<td>Total Risks</td>
<td>407</td>
<td>889</td>
<td>883</td>
<td></td>
</tr>
</tbody>
</table>

* Inclusive of Transfer Requests
Program Enhancements
Added New Courses Spring 2016

- BIOL 150, 159
- CMST 210, 240
- EF 105, 151
- STAT 201
Pilot First Term Transfer Courses
Fall 2016

• ACCT 200
• CHEM 100, 120
• GEOG 101, 131
• HIST 242
• MATH 115, 119, 125, 130, 141, 142
• PSYC 110
Please contact Stella for any questions or concerns related to Early Alert.

Thanks in advance for your time, dedication, commitment to the Early Alert Program and the Student Success Unit.
Office of the Dean of Students


Melissa S. Shivers, Ph.D.
and Cynthia Polk-Johnson

THE UNIVERSITY OF TENNESSEE
KNOXVILLE
DIVISION OF STUDENT LIFE
Dean of Students Office Overview

Our Mission:

The Dean of Students Office is committed to supporting the mission of the division and university. Our office provides opportunities for meaningful experiences for students in four areas:

• **Support** to students, faculty, staff, and families

• **Challenge** and **empower** students to promote positive change and lead lives of significance

• **Advocate** for a vibrant, safe, and engaged student experience

• **Connect** students with initiatives that build relationships
Dean of Students Office Overview

**Vision:** The Dean of Students Office provides meaningful experiences for students from enrollment through graduation. Through collective efforts and partnerships with students, faculty, staff, community members, and families, the Dean of Students Office seeks to demonstrate the principles of the Volunteer spirit.
Student Impact: The Volunteer Difference
Student Initiatives

- #LunchHours
- #OrangeKicks
- #StudentHonoraryCoach
- Follow @RockyTopDean
- #OrangePlateSpecial
- #SpiritRow
- Big Orange Meal Share
- #SmokeysSofa
- #RockyTopRoundTable
Big Orange Meal Share

The Big Orange Meal Share is a short term assistance program that can allocate up to 7 meals in a semester to students in need. Students can apply to receive meals by filling out a form that can be found on the Dean of Students Website.

- 9 applications have been received indicating a need for meals so far in the Fall 2016 semester
Big Orange Meal Share

Big Orange Meal Share allows students to donate unused guest meals to students in need. You can also donate funds to cover the costs of a meal on VOLstarter.

http://dos.utk.edu/programs/dining/bigorangemealshare.shtml

- 96 meals were donated for Fall 2016
- $2,000 was donated on VOLstarter
- $1,500 was awarded from the Parents and Families Fund

“A student should not have to worry about his or her next meal.”

“Because I know my contribution will help someone on this campus.”
Lunch Hours

• UT students are encouraged to drop by the Office of the Dean of Students and pick up two free lunch passes — one for them, and one for their favorite faculty or staff member.

• **Students can sign up for lunch hours online!**

• **67 students and 53 faculty participated in Spring 2016**

“Lunch Hours is the single most valuable initiative to bridge the gap between students and faculty that I have seen in the 25 years I have been at Tennessee.”
Orange Plate Special

- Want to dine with Dean Melissa Shivers and Chancellor Jimmy Cheek, courtesy of the Office of the Dean of Students? Watch for opportunities on Twitter to submit your name, and you could be selected to dine with the Dean and Chancellor.

Follow @RockyTopDean for updates on when to participate!
Rocky Top Roundtable

The purpose of serving on the Dean of Students Rocky Top Roundtable is to represent the University of Tennessee as an ambassador throughout the academic year.

- 43 students have been selected to serve on Rocky Top Roundtable for the 2016-17 academic year.
- Selected students meet monthly for one academic year with the Associate Vice Chancellor & Dean of Students and the Associate/Assistant Deans
- Students can apply online at dos.utk.edu during the spring semester to join the roundtable.
Smokey’s Sofa

• Get your game on in a front row seat at UT men's and women's basketball games by receiving a nomination to sit on Smokey's Sofa. UT faculty and staff can nominate students for the honor.

• For the 2015-16 basketball season, 81 students received the chance to sit courtside on Smokey’s Sofa.

• 3 students are selected for the men’s and women’s home games.
Spirit Row

• Students are nominated by faculty and staff to sit in Section E Row 1 of the student section at each home football game to cheer on the Volunteers!
• Contact dos@utk.edu to nominate a student for spirit row

“Three days have passed and I think it has finally settled that this past Saturday wasn’t just a dream! I just wanted to thank you for working constantly to provide students with opportunities like the Spirit Row and many others.”
Student Honorary Coaches

• The Office of the Dean of Students, in collaboration with UT Athletics, recognizes some of our university's greatest Volunteer fans during the football season for representing our institution in the highest standards. During home football game weeks, one student will be chosen as that week's Student Honorary Coach.

• Students can apply to be a Student Honorary Coach during Spring Semester. The application can be found online at dos.utk.edu.

“Of all of the enjoyments I was able to experience during the experience, one thing I hope to hear from future student honorary coaches is that they were treated as well as I was...”
Vol Talks & Walks

Look for Dean Shivers in her orange tennis shoes and take a few minutes to share your concerns, suggestions and accomplishments. She can be found around campus monthly on Wednesdays.

Follow @RockyTopDean on Twitter for her location!
Smokey's Pantry is the first food pantry at the University of Tennessee Knoxville. They focus their services on the students, faculty, and staff of the university. Smokey's Pantry distributes groceries and toiletries every Tuesday from 4-6pm at 824 Melrose Place. You can donate items to the pantry Monday thru Friday from 8am-5pm at the Tyson House.

*Student Led Initiative

Each week, Smokey’s Pantry helps over 50 students, faculty, and staff members.

Over $10,000 has been donated on VolStarter.
Student Support Services

• Student absence notifications:
  • 185 in Spring 2016
  • 183 in Fall 2015
Student Support Services

- General consultation:
  - 90 in Spring 2016
- Vol on Call emergency on-call system:
  - 20 trained staff
  - 25 calls and 5 were level one crisis in Spring 2016
- Big Orange Tix:
  - 62,034 football tickets in Fall 2015
  - 21,269 basketball tickets
Bias Incident Response Team

The University of Tennessee addresses bias incidents through the Bias Education Response Team (BERT). BERT members include:

• The Office of the Dean of Students
• The Office of the Vice Chancellor for Communication
• The Office of Human Resources
• The University of Tennessee Police Department
• University Housing
• Undergraduate student
• Graduate student
Bias Incident Resolution Process

The University of Tennessee is committed to maintaining a safe environment grounded in civility and respect for all members within the campus community.

The purpose of the Bias Response Protocol is to:

• (a) manage the timely and appropriate responses to bias incidents,
• (b) implement a plan of action to address the bias incidents, and
• (c) conduct appropriate follow-ups to bias incidents.
Bias Incident Reporting

The University of Tennessee encourages all members of the campus community who believe they have been a victim of a bias motivated incident or crime to complete a Bias Incident Reporting form at bias.utk.edu

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harassment/Other Bias</td>
<td>6</td>
</tr>
<tr>
<td>Race &amp; Sexual Orientation</td>
<td>1</td>
</tr>
<tr>
<td>Sexual Orientation</td>
<td>6</td>
</tr>
<tr>
<td>Racial Bias</td>
<td>6</td>
</tr>
<tr>
<td>Religion &amp; Sexual Orientation</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total= 21 Bias Incidents</strong></td>
<td></td>
</tr>
</tbody>
</table>
Bias Incident Resolution Process

1) Each BERT member receives bias reports via the bias@utk.edu website.
2) A member of the DOS office staff will solicit feedback from the BERT to determine who is best to assist.
3) The DOS office staff member will follow up with the reporter to inform them of the next steps in the process.
4) The most appropriate BERT member will engage with other individuals or directly handle the incident and response.
Bias Incident Resolution Process

5) The BERT member will meet with affected students, faculty, staff, or visitors to facilitate support services (e.g. Counseling Center), ensure safety, and provide assistance as deemed appropriate;

6) Develop an appropriate plan to initiate bias incident communication with the campus community;

7) Generate referrals to the Office of Student Conduct & Community Standards, DOS office, or the OED; and

8) Document and conduct follow-ups to bias incidents.
Spring 2016
21 incidents

- Sexual Orientation: 28%
- Race: 29%
- Other: 29%
- Religion & Sexual Orientation: 9%
- Race & Sexual Orientation: 5%
Questions?
The Office of the Dean of Students
413 Student Services Building
dos.utk.edu
865-974-3179
Follow @RockyTopDean
DIVERSITY DIALOGUES
TOWN HALL SERIES

01  BLUE & BROWN WORKING TOGETHER
THURSDAY, SEPTEMBER 15 / COX AUDITORIUM / 6:30PM

02  MASS SHOOTINGS & COMMUNITY IMPACT
TUESDAY, OCTOBER 18 / COX AUDITORIUM / 6:30PM

03  FREEDOM OF EXPRESSION & BIAS PROTOCOL
MONDAY, OCTOBER 24TH / AMB ROOM 210 / 6:30PM

04  CAMPUS CARRY
TUESDAY, NOVEMBER 15TH / AMB 32 / 6:30PM

For more information please visit studentlife.utk.edu/diversity
YOU can help UT beat Florida by registering to Vote!

The Baker Center for Public Policy has challenged the University of Florida Graham Center to register the most students to vote. To register:

- You must be a **US Citizen & 18 years old** by Nov. 8, 2016
- You must vote **IN PERSON** the first time

If you register in Knox County, you can **Early Vote** at the Baker Center on **Oct. 31 - Nov. 3.** AND if the Baker Center is your place to vote, you can vote at the Baker Center on Nov. 8.

**Register by October 1**

**Go to utk.turbovote.org**

OR stop by the Baker Center, fill out a form and drop it in our lock box. We’ll mail it for you! More info at: bakercenter.utk.edu

Voter Registration Drives - Sept. 12-16, 19-23 and Sept. 27!

Spread the word and help us win the battle of the Policy Centers!
Financial Information Resources for Students

GENERAL FINANCIAL INFORMATION

- BUAD 202 (3 hours) – Money Matters & More course offered each spring. This course provides financial education and practical information to all students, especially those not majoring in business. The primary objective is to empower students to become more financially informed individuals.

- [http://loveyourmoney.org/](http://loveyourmoney.org/) is provided by a free online money management offered by the UT Extension Department of Family and Consumer Sciences and funded by a grant from the FINRA Investor Education Foundation. It covers topics like basic principles and techniques for money management and investing.

- UT Institute of Agriculture Family and Consumer Sciences also has information online and “ask an expert” feature at [https://ag.tennessee.edu/fcs/Pages/Money/FamilyEconomics.aspx](https://ag.tennessee.edu/fcs/Pages/Money/FamilyEconomics.aspx)

- First-Year Studies and OneStop departments are working on developing a financial module for FYS 100 – possibly including Dave Ramsey piece of financial literacy.

- United Way has money management and financial literacy assistance at [http://www.uwtn.org/income/financialeducationresources.aspx](http://www.uwtn.org/income/financialeducationresources.aspx)

FINANCIAL AID & COST OF ATTENDANCE

- Students can use the cost estimator available on the OneStop site at [http://onestop.utk.edu/estimates/](http://onestop.utk.edu/estimates/).

- Students can consult with a OneStop counselor via email onestop@utk.edu or in person in Hodges Library.

- OneStop will assist students in making an appointment with their Financial Aid counselor if necessary.
# Financial Information Resources for Students

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>LOCATION</th>
<th>EVENT</th>
<th>EVENT TYPE</th>
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<tbody>
<tr>
<td>5-Oct - 8-Oct</td>
<td></td>
<td>ATLANTA GA</td>
<td>NACADA NATIONAL CONFERENCE</td>
<td>CONFERENCE</td>
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<tr>
<td>12-Oct</td>
<td>1:00-2:30</td>
<td>FBCC</td>
<td>EAB: Student-Centered Approach to Advising</td>
<td>WEBINAR</td>
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<td>20-Oct</td>
<td>3:00-5:00</td>
<td>HBB 440</td>
<td>TennACADA post-NACADA Conference Review</td>
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<tr>
<td>17-Nov</td>
<td>3:00-5:00</td>
<td>SCRIPPS AUD</td>
<td>TennACADA Social Justice: The Current State of Diversity at UT</td>
<td>TennACADA</td>
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<tr>
<td>14-Dec</td>
<td>1:00-2:30</td>
<td>FBCC</td>
<td>NACADA: Helping Students Clarify Their Dreams: Advising the Foreclosed Student</td>
<td>WEBINAR</td>
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<tr>
<td>18-Jan</td>
<td>2:00-3:00</td>
<td>HBB 316</td>
<td>CSRDE - The Majors to Labor Market Initiative: Beginning to Bridge the Gap between Academic Programs and Student Expectations</td>
<td>WEBINAR</td>
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<td>1-Feb</td>
<td>2:00-3:00</td>
<td>HBB 316</td>
<td>CSRDE - Transfer Pathway Program: Building a Bridge from the CC to the Univ</td>
<td>WEBINAR</td>
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<tr>
<td>2-Feb - 4-Feb</td>
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<td>DAYTONA, FL</td>
<td>NACADA ASSESSMENT INSTITUTE</td>
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<td>6-Feb - 7-Feb</td>
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<td>DAYTONA, FL</td>
<td>NACADA WINTER SEMINAR (topic tbd)</td>
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<tr>
<td>9-Feb - 11-Feb</td>
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<td>NACADA ADMINISTRATOR'S INSTITUTE</td>
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<td>8-Mar</td>
<td>2:00-3:00</td>
<td>HBB 316</td>
<td>CSRDE- Changing the Culture: Using Risk/Need Principles to Move Student Retention Practice from Passive-Reactive to Strategic Intervention</td>
<td>WEBINAR</td>
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<tr>
<td>19-Apr</td>
<td>2:00-3:00</td>
<td>HBB 316</td>
<td>CSRDE WEBINAR-Establishing Administrative Functions that Support Student Persistence and Completion Initiatives Throughout the Student Lifecycle</td>
<td>WEBINAR</td>
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<tr>
<td>19-Apr - 21-Apr</td>
<td></td>
<td>RALEIGH NC</td>
<td>NACADA REGION 3 CONFERENCE</td>
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Introducing…

Shanna Pendergrast, Assistant Director in Arts & Sciences Advising Services has joined your GradesFirst support team. Shanna will work primarily supporting professional and faculty advisors and support staff for advising. Contact both Shanna & Phyliss for support

spender1@utk.edu
pshey@utk.edu

Penny Beasley is working with the implementation team for CIVITAS and will no longer provide support for GradesFirst
New Features for fall 2016

• Advising report has a new look
• Meeting type feature allows you to select what kind of advising session you had with student (in-person, live chat, phone, Skype/Zoom)
  • For advising sessions only
  • Use notes to record email or phone conversations that don’t constitute an advising appointment/session
• Can minimize advising report until ready to complete (will appear in red on top menu bar in dialog icon )
Reminders for Appointment Campaign Users

• Double check the students you select for your campaign. Do not select “my students” as that will include students enrolled in your courses as well as your advisees.

• Students registered with the Office of Disability Services receive priority registration dates. It is a violation of HIPPA for us to “tag” students receiving such accommodations. If a student discloses this status, you can manually add the student to a priority registration appointment campaign.
Syncing Calendar with GradesFirst

• Mac users - unfortunately Apple has security settings that do not allow your GradesFirst calendar to be synced on a Mac. Your best option is to block your GradesFirst calendar directly.

• PC users – on your calendar page in GradesFirst, click on subscriptions tab and follow the instructions for free/busy integration for whatever version of Outlook you use.

• ALL users – it sometimes takes hours for calendars to sync – in the case of last-minute additions to your schedule, be sure to block the time in GradesFirst as well as Outlook.